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ABSTRACT

Over 4700 students classified as communicatively, physically, academically, or severely handicapped were served in San Juan, under California's Master Plan for Special Education. The majority were referred for poor achievement in reading, mathematics, spelling, or oral language. The major features of this federally mandated special education program were: student identification; provision of services; mainstreaming; student performance; satisfaction of teachers, parents and administrators; professional development; and program management. Evaluation methods included surveys, questionnaires, interviews, student academic and attitude measures and other student data available through a computerized information system. The findings include descriptions of academic growth; achievement on the Wide Range Achievement Test, Iowa Tests of Basic Skills, Stanford Achievement Test, and district competency tests; teacher participation in inservice education; parent satisfaction; mainstreaming; and per student costs. The evaluation also identified some program areas which could be considered for improvement in 1979-80. (Appended are descriptions of California's Master Plan, a glossary of terms, criteria for placement and a guide to special education program evaluation.) (Author/CP)

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SAN JUAN UNIFIED SCHOOL DISTRICT

Special Education EVALUATION REPORT 1978—79

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Carmichael, California
1979

SPECIAL EDUCATION EVALUATION REPORT

1978-79

EXECUTIVE SUMMARY

The following information presents some of the highlights of the evaluation report for San Juan's third year under the Master Plan for Special Education.

LEGISLATIVE AUTHORIZATION

San Juan's special education program operates under federal and state mandates.

San Juan was approved to implement a special education program under California's Master Plan for Special Education in 1976. California's plan preceded, and is consistent with, Public Law 94-142, the Education for All Handicapped Children Act, which requires states to provide an appropriate publicly supported education to all children with exceptional needs.

PROGRAM FEATURES

The special education program must satisfy specific federal and state requirements which include involving parents, writing student instructional plans, and providing programs to meet student needs.

The major provisions of the federally-mandated special education program include:

- A free appropriate education for handicapped children aged 3 to 21.
- Procedural safeguards and due process requirements which must be adhered to, including parent participation, placement approval, and appeals procedures.
- A written individualized education program (IEP) for each handicapped child.
- Providing education for handicapped children in the least restrictive environment appropriate to the needs of both special and regular education students.

California's Education Code includes these areas which are not required by federal law:

- A local comprehensive plan.
- Two levels of student assessment, a school appraisal team, and an educational assessment service for more in-depth studies.
- A parent advisory committee.
- Four types of instructional programs.

  Special classes for students who are able to spend little or no time in regular classrooms.

  A resource specialist program provides direct instruction, instructional planning, tutorial assistance to students who can take part in most of the regular classroom program and assists their teachers.

  Designated instruction and services provide specific help not normally provided in regular or special class programs.

  Nonpublic school is provided when appropriate services are not available in the public school.

LOCAL PROGRAM GOALS

Within the framework of federal and state laws, the special education staff developed goals related to providing programs and services for exceptional students, their teachers and parents.

The primary goals for San Juan's special education program in 1978-79 were to:

- Establish objective criteria for placement of students.
- Improve instructional programs and services.
- Develop an administrative management plan.

EVALUATION FINDINGS

The evaluation found substantial evidence that the program was making progress toward its goals.

Some of the findings from the evaluation report include:

- The special education program continued to serve ten percent of the San Juan enrollment, or about 4,750 students (page 16).
- Almost 75 percent of the special education students received intensive special education services as a supplement to their regular school program (page 21).
- About 25 percent of the special education students were served in special classes for most or all of the school day (page 22).
- Academic growth for students in the resource specialist program in both 1977-78 and 1978-79 was equal to that of an average student (page 31).
- Academic growth for students in classes for learning handicapped was at least 50 percent greater than they had achieved previously (page 31).
- Students getting service for two years were improving more with each year (page 34).
- High school special education students did better on competency tests in communication skills and writing than did intermediate or elementary special education students (page 35).
- Special education teachers provided inservice for regular teachers and took part in professional development programs (page 41).
- Parents were generally satisfied with placement and program review procedures, and with the services their children received (page 43).
- School administrators noted improved student learning and increased integration with other students (page 45).

- Program management was reported by teachers and school administrators as very satisfactory in providing required services (page 47).

- The per student cost of the special education program in San Juan was lower than average per student cost statewide (page 54).

EVALUATION IMPLICATIONS

Some areas which could be improved were identified for program consideration in 1979-80.

Some of the findings from the 1978-79 Evaluation Report which have implications for change in San Juan's special education program are:

- Criteria are not available for all services and are difficult to apply for resource program (page 20).

- Regular education teachers need continuing inservice to help the special education students placed in their classes (page 27).

- The program practices which lead to outstanding student achievement should be identified and promoted (page 31).

- Special education students find many areas of difficulty in the competency tests (page 35).

- Special education teachers find that the procedures for placing students and reviewing student progress are very time-consuming (page 40).

- Parents are uncertain about the interpretation of their "due rights" and of education in the "least restrictive environment (page 44).

SECTION I

PROGRAM INTRODUCTION AND GOALS,
EVALUATION PLAN AND PROCEDURES

Program Introduction

The San Juan Unified School District has been operating under the California Master Plan for Special Education since 1975. Under this plan San Juan has been able to serve more children in need of special services than it had previously. The Master Plan in California and the federal plan, the Education for All Handicapped Children Act (Public Law 94-142), include provisions that each school district shall:

- Identify children in need of special education.
- Place children in programs best suited to their needs.
- Evaluate each child's progress periodically.
- Provide parents with opportunities to influence decisions about their child's education.
- Place each child in the "least restrictive environment" appropriate to meet the child's needs.

The key features within the special education program in San Juan are the resource specialist program, the parent and staff meetings to plan individual educational programs for each child, and the community advisory committee.

The resource specialist program provides special help for individuals with exceptional needs so that they can take part in the regular school program for most of the school day. A resource specialist at each school works with handicapped students and their parents and teachers.

Meetings between parents and staff are an essential part of the special education program. All decisions about the education of special education students--identification, placement in a program, and the annual preparation of an individual educational program--are made with the active participation and approval of the parents. Special procedures for these student placement and program review meetings protect the parents' rights of due process under the law.

Individual educational programs identify the special programs/services to be given, the school setting where the student will receive help, the

specialist who will work with the student, and the specific instructional objectives to be accomplished.

The community advisory committee advises in the review and evaluation of the district special education program and assists in parent education. Although parents form the majority of the committee, other members of the community are also involved.

See Appendix A, "The Master Plan: What Is It?" for a more complete description of California's Master Plan (page 64). A Glossary of Special Education Initials and Terms is given in Appendix B (page 72).

Program Goals

The evaluation of San Juan's special education program was designed to cover the 1978-79 goals for the program which included:

- Establish objective criteria for the most appropriate placement of students with exceptional needs
- Improve the instructional programs and services provided by special education
- Develop a management plan for the administration of special education
- Obtain funding appropriate to the district's needs for special education programs.

In developing the evaluation plan attention was given to gathering information related to these goals and, most specifically, to the improvement of programs and services. As well as supplying information for local evaluation purposes, the evaluation activities have addressed areas of concern at the state and federal levels.[1]

Evaluation Plan

Seven topics were selected and approved by the special education administrators for study during the 1978-79 school year. These topics and the questions to be investigated are outlined in this section.

Topic 1: Identification and placement of students

- How many students are served each year?
- What handicapping conditions do the students have?
- What is the racial-ethnic breakout?

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[1]The evaluation interests for local, state and federal levels and the legislated compoments for evaluation are presented in Appendix C (page 75).

- What number of special education students live with foster parents?
- How many students are referred?
- Why are students referred?
- How many referrals are not placed (do not need service)?
- How many placement and review meetings are held?
- How many students attend school appraisal team and educational assessment service meetings?
- What criteria are available for providing special education service?
- Are the resource specialist program and learning development class criteria used?

Topic 2: Provision of services

- What services are provided and in what settings?
- What other services are given to LDC and RSP students?
- How much direct help does a student receive from the resource specialist teacher?
- What are the common needs of learning handicapped students?

Topic 3: Placement in least restrictive environment

- Are more students served in less restrictive settings?
- What orientation preparations facilitate integration?
- What problems do RSP and special class (LDC) teachers and students have in integration?

Topic 4: Student performance

- How do achievement standings for special education students compare with regular education student standings?
- Do initial gains in performance taper off after two years in the program?
- What achievement levels do secondary deaf and hard-of-hearing students reach?
- How do various special education populations perform on the district Competency Tests?
- What attitudes do special education students show toward school, study, students and themselves?

Topic 5: Satisfaction of teachers, parents, administrators

- Are teachers satisfied with program procedures (educational program, time used in placement/review meetings, communications and inservice assistance to aides and regular staff)?
- Are parents satisfied with program procedures (due process, SAT/EAS meetings, service delivery)?
- Are administrators satisfied with program procedures (placement/review meetings, integration, service delivery, space/equipment?

Topic 6: Professional development

- Are regular teachers more understanding of special education needs due to inservice?
- Do special education teachers acquire new skills from inservice training?
- Are special education teachers satisfied with the inservice or professional development program?

Topic 7: Program management

- What student:teacher:aide ratios are maintained for different services/programs during the year?
- What are the costs per student for various DIS services?
- How do our program costs compare with those of other RLAs?
- What effect does the administrative management plan have on the special education program?

Evaluation Procedures

The evaluation plan required information on students, measures of student academic performance and attitudes, special education teacher surveys, parent questionnaires, administrative reviews, and reports on information generated by special education teachers during and at the end of each year.

The procedures used in gathering data for the evaluation are presented under the seven topics of concern.

Topic 1: Identification and placement of students

Student Information

Information on students was collected through the year as students were placed, programs and services were reviewed, changes were made in information, or students were dismissed. The information was provided by teachers on specially designed forms. Copies of these forms went to the management information system/exceptional student offices for computer input.

The information used in preparing this evaluation report included data on student ages, grades, ethnic and handicap classifications, special education programs and services, placement and review meetings, learning needs, and referral information.

All of the student information required for state and federal reports and for district evaluation purposes was available through the management information system. Computer programs were developed to provide the necessary state reports and the other information which was needed was specially requested through the terminals.

State Office of Special Education Reports

The State Office of Special Education reports included three types of student reports which were completed at the beginning of February. The pupil characteristics that were reported were gathered from management information

system data which teachers supplied during the year about the students who had been identified and placed in special education programs. All of the information needed for these reports was available from the management information system/exceptional student data files and the necessary reports were produced by special computer programs.

The three student reports were:

(1) The instructional setting or service which students received, by various age groups and by handicapping condition.
(2) Pupil movement from type of instructional placement in February, 1978, to setting in February, 1979.
(3) Racial-ethnic characteristics of the students by major handicapping condition.

In addition to the student reports, information on personnel employed and projected professional development needs was reported.

The data forms submitted to the Office of Special Education are included in Appendix D (page 79).

Criteria

The criteria for new areas of special education service were developed by five task teams with direction, review, and approval from a steering committee. In addition, task teams from the 1977-78 year were re-convened to revise sections of the Preliminary Criteria which were used during the 1978-79 year. Altogether these groups included over 90 regular and special education teachers and administrators. They met many times during the spring and completed the criteria by June, 1979. The revised Criteria Handbook for Special Education Services is presented in Appendix E (page 87).

A special study was conducted in the spring to determine how closely the judgments made by SAT and EAS groups would correspond with the judgments of a panel of experts applying the pilot criteria. The expert participants included area resource teachers and criteria task team members (teachers, psychologists and administrators).

The placement record information collected on 120 students was reviewed for placement in LDC (special class) or RSP programs or for transfer from one program to another. Identifying information was deleted. Each of the 30 participants received 12 sets of information, and on the basis of the pilot criteria, made a judgment to (1) not place, (2) place in RSP, or (3) place in LDC.

The anticipated responses would have provided judgments by three experts for each student placement decision. The actual responses came from 11 rather than 30 expert judges and limited the analysis and the interpretations which could be drawn from the study. The results were therefore interpreted as being indicative of trends in criteria use rather than a definitive statement about their use.

Topic 2: Provision of services

Services

Information on services provided, program settings and changes, and student needs was available through the management information system described in the Student Information section of Topic 1, above.

Resource Specialist Teacher Time Utilization

A study of resource specialist teacher time use was made during the spring as part of a nationwide survey. San Juan participated in the survey as a means of securing the information for district analysis. Responses were returned by over half of the resource specialist teachers (40 of the 78).

School administrators also considered the time use of the resource specialist teacher as part of the Administrative Survey.

Topic 3: Placement in least restrictive environment

Least Restrictive Placement

An intensive interview study with regular and special education students at all grade levels was conducted during the 1977-78 school year to assess the effects of integration. Students expressed generally positive reactions to integration of both special class and resource program participants. Students indicated that they had many friends in both special and regular education classes.

As a follow-up to the 1977-78 study, in the 1978-79 study teachers and administrators were asked about problems related to integration and the orientation preparations which facilitated integration. This was done through the Special Education Staff Survey (for teachers) and through the Administrative Survey interviews.

Topic 4: Student Performance

Student Achievement

The progress and standings in academic areas for almost 2,000 students were studied through various types of test analyses and reports based upon information in the student files.

The Wide Range Achievement Test (WRAT) was administered during the year to 1960 special education students. The WRAT is used for all students placed in resource specialist program and for all special class students who are able to take tests. The Wide Range Achievement Test (WRAT) is an individually administered standardized instrument for estimating student achievement levels in reading, spelling, and mathematics. The WRAT is administered to students at the time they are placed in program and again at the time of the annual review. Most of the students, 1868, who took the WRAT had learning handicaps. The WRAT was also used with 57 communicatively, 16 physically, and 19 severely handicapped students.

Over half of the students (1,134) had test data available from two administrations--during the 1978-79 school year and during a previous school year. This made it possible to use the pre- and posttest information to determine student gains during program service and to show average student standings for the year.

Iowa Tests of Basic Skills (ITBS) were administered to 1,138 special education students. These included 792 students in resource specialist program and 346 students in special classes. The ITBS was given in grades 2-8 in February and in grade 1 in May.

About one-third of the students (380) had ITBS test data available from both the 1977-78 and 1978-79 school years, providing information for a growth study using this test in addition to the study using the WRAT.

Because the ITBS is a standardized test administered district-wide, it is possible to make comparisons between the special education students and the regular school program. One major difference, however, is that the tests given to special education students may be selected from lower levels which are more appropriate for measuring their academic functioning level.

For simplicity of interpretation, grade-equivalent scores are used for reporting in order to more easily compare the scores of students taking tests at different levels. The use of grade-equivalent scores is sometimes criticized as being imprecise. The publishers of the ITBS, however, defend the use of grade-equivalent scores because of the care which was used in the development and norming of the ITBS. Their development process makes the comparability of grade-equivalent scores from different test levels possible.

Stanford Achievement Test, hearing impaired edition, was used to assess the performance levels of 68 students participating in classes for the aurally handicapped. The results from this test should be interpreted with the understanding that hearing impaired students usually do not overcome the initial sensory deprivation which interferes with verbal communication until much later than hearing students. This means that their scores in terms of grade equivalents are frequently far below their chronological grade placement.

With continued administration of the test in subsequent years it will be possible to chart growth profiles for aurally handicapped students to provide a better picture of their achievement over time.

Competency Test Performance

During the year some information was studied on the performance of special education students on the elementary, intermediate and high school competency tests. Although this information did not include every special education student, but only a sample from those identified by teachers as being in special classes (LDC), it provides an indication of the performance of these students and some of the specific areas in which they have difficulty.

The sample of special education communication skills tests included 42 high school students (grades nine to 12), 22 eighth grade students and 58 fifth grade students.

The sample of special education computational skills tests included 78 high school students and 57 fifth grade students.

While these samples were those of convenience rather than a random selection, they contained enough students from several schools to be representative. It is anticipated that further, more extensive studies will follow in this area of competency.

Student Attitudes

Student attitudes were assessed by the district-developed S-Quad survey. This survey assesses student attitudes toward school and study, toward other students and self. Named S-Quad because the four assessment areas all begin with the letter "s", the survey has three forms appropriate for students at various grade levels from primary to secondary. The secondary form also includes items dealing with size of school.

The attitudes of a sample of 400 students in randomly selected schools who took the survey in the spring of 1979 were compared with those of the 1,905 students who took the survey in the fall of 1977. Students taking the S-Quad were learning handicapped students served either by the resource specialist program or in special learning development classes.

During the next several years the survey will continue to be administered on a sampling basis each year, picking up approximately one-sixth of the learning handicapped students at each administration. This will permit a longitudinal student representation without the problems associated with too frequent administration to the same group of students.

Topic 5: Satisfaction of Teachers, Parents, Administrators

Special Education Staff Surveys

In order to identify the issues of concern, discussions were held with various management staff, including a number of area resource teachers. Eighteen questions, many of them open-ended, were selected for use in the Staff Survey. The survey item topics included integration, educational program materials/approaches, time use, staff development and inservice, as well as asking for comments and concerns.

The survey was distributed during the spring through the school mail to every special education teacher including resource specialists, learning development class teachers, and specialists providing any of the designated instruction and services (DIS). Copies were also sent to all special education management staff members.

Of the 300 surveys distributed, 146 or 49 percent were returned. Two hundred of the staff were teachers working in the resource specialist program (RSP) or in special classes (LDC). Almost two-thirds of this group returned surveys. One hundred of the staff were specialists who provide designated instruction and services. Only eighteen percent of this group returned surveys. The number and percent of staff returning surveys are shown in Table 1.

Table I

Special Education Staff Returning Surveys by Program and/or Level

Program/Level	Total Staff	Survey Respondents	Percent Responding
RSP/Elementary	44	32	73%
RSP/Intermediate	14	10	71%
RSP/High School	20	17	85%
LDC-LH/Elementary	40	30	75%
LDC-LH/Intermediate	10	6	60%
LDC-LH/High School	12	8	67%
LDC-CH/All Levels	23	13	57%
LDC-SH/All Levels	30	12	40%
LDC-PH/All Levels	5	0	0%
Designated Instruction and Services	102	18	18%
Total/Average Percent	300	146	49%

A sample of teachers was asked to respond to a Staff Survey developed by a private agency, SRI International, as part of the state-legislated five-year evaluation of the Master Plan for Special Education. The results from this survey for teachers from San Juan were not available at the time of this report, and will be reviewed and reported later in the 1979-80 school year.

Regular Staff Survey

In place of a district-produced survey of regular teachers, a sample of regular teachers participated in the questionnaire study designed by a private agency, SRI International, as part of the state legislated five-year evaluation of Master Plan. Because the results from this study were not available at the time of this report, they will be reviewed and reported later in the 1979-80 school year.

The regular teacher questionnaires included questions about teacher familiarity with various aspects of the special education program, their involvement in assessing and identifying potential special education students, their service to special education students, and the overall effects of the program.

Parent Survey

A survey for parents of special education students was developed by a sub-committee from the Community Advisory Committee. The survey items were developed to cover many aspects of parent rights and procedural knowledge as well as satisfaction with the programs and services.

The survey was mailed to approximately 4,500 parents of special education students in the spring of 1979. (In some cases parent address information was not available or was incomplete and these parents were not included in the mailing.)

A total of 702 parents responded to the survey. They represented 848 students taking part in the programs or services shown in Table 2. Many parents identified multiple services or had more than one child participating, so the representative percents total more than 100.

Table 2

Program/Service Representation Indicated
by 702 Parents Responding to Parent Survey

Program/Service	Number of Respondents	Representative Percent	Percent of Total Program
Resource Specialist Program	319	45%	18%
LDC - Learning	189	27%	24%
LDC - Communicative	60	8%	32%
LDC - Physical	23	3%	50%
LDC - Severe	16*	2%	19%*
Speech Therapy (DIS)	221	31%	13%
Adaptive Physical Ed (DIS)	57	8%	8%
Preschool - Infant	15	2%	5%

*One respondent cared for 36 students

In terms of overall representation, the parents who responded to the survey represented 18 percent of the student population served by special education. While a randomly selected sample of this size would be considered adequate for making inferences to the total group, no inferential claim can be made for these self-selected respondents.

The results of the survey, however, indicated substantial agreement among the 700 parents who did respond. Because of this agreement the survey data were judged to be sufficiently representative to be credible.

Administrator Surveys

For the second time, special education sought direct school input for planning its services for the following year. To get this input an interview was scheduled with each school principal or designee. Those conducting the interviews were the two special education supervisors, one area resource teacher and the evaluation specialist.

Interviews were held with personnel from 73 of the 75 schools (all but one elementary and one intermediate school).

The survey instrument used in 1977-78 was slightly modified for 1978-79. The topics covered included area office services, integration of special education students, inservice, criteria, special DIS services, accomplishments in 1978-79 and goals for 1979-80.

Topic 6: Professional Development

Professional Development for Regular Staff

As part of the Administrator Survey described above, building principals discussed the professional development/inservice program provided for regular staff members. Special education teachers reported on the inservice programs they provided for regular staff in their Staff Survey.

Professional Development for Special Education Staff

The professional development and inservice programs provided for the special education staff were included as topics in the Special Education Staff Survey described under Topic 5.

Staff Development Needs

Staff development needs were summarized from February state reports and from the Special Education Staff Survey.

Topic 7: Program Management

Personnel

Special education personnel and class size information were available from state reports made in February and from management information system data.

Fiscal Reports

A cost data report prepared by the Business Services Division was submitted to the State Department of Education, Office of Special Education, in August, 1979. This report included pupil and employee data and income for fiscal year 1978-79. The direct costs, direct support charges and indirect support charges were reported for four program/service headings and for the total program.

Information from the 1978-79 report was compared with that reported in 1977-78 for San Juan, and with reports from the other Master Plan agencies summarized by the Office of Special Education.

Administrative Management Plan

The plan for administering the special education program through two area office supervisors, area resource teachers and program specialists was evaluated by special education teacners and school principals as part of their respective surveys described under Topic 5.

SECTION II

EVALUATION FINDINGS

In this section the findings which were summarized in Section I of this evaluation report will be discussed more completely. Seven topics will be used as the focus of the discussion. Each topic will be discussed in terms of the findings from one or more of the evaluation procedures. Some of the more lengthy tabulations of data, such as those required for state reports, have been placed in the Appendices. A Glossary of Special Education Initials and Terms is presented in Appendix B (page 72).

The procedures used to gather the data were discussed in the preceding section, Section I, along with the limitations associated with each procedure.

Topic 1: Identification and Placement of Students

- *How many students are served each year?*

During the first district-wide year under Master Plan, 1976-77, San Juan's special education population grew from 3,357 students to 4,596 students, an increase of 37%. In its second year, 1977-78, the rate of growth slowed to 4 percent, an increase to 4,787 students.

In 1978-79, its third year, it showed a slight decline of 2 percent to 4,675 at the end of the year. The apparent decline may be due to the dismissals in program placement which were made toward the end of the year, as the February counts in 1978 and 1979 were almost the same (4,757 and 4,756, respectively).

In comparison with the district population, the students served by special education programs and services have averaged 10 percent of the total population. (Refer to Table 3, page 17).

- *What handicapping conditions do the students have?*

Students served by special education are termed "individuals with exceptional needs." They are classified for data collection and recording purposes in one of four categories: communicatively, physically, learning or severely handicapped. Table 3 presents the number and percent of students receiving special education services between June, 1977 and June 1979 by these four handicapping conditions.

Table 3

Comparisons of Students Receiving Special Education Services
Between June, 1977 and June, 1979

Number of Students Served	General Handicapping Category				
	Communicative	Learning	Physical	Severe	Total
June, 1977	1,296	2,276	702	322	4,596
February, 1978	1,236	2,516	680	325	4,757
June, 1978	1,152	2,604	716	315	4,787
February, 1979	1,164	2,642	642	308	4,756
June, 1979	1,090	2,661	618	306	4,675
Percent of Special Education Population					
June, 1977	28%	50%	15%	7%	100%
February, 1978	26%	53%	14%	7%	100%
June, 1978	24%	54%	15%	7%	100%
February, 1979	24%	56%	13%	7%	100%
June, 1979	23%	57%	13%	7%	100%
Percent of District / District Population					
June, 1977 / 48,277	2.7%	4.7%	1.5%	.7%	9.5%
February, 1978 / 48,019	2.6%	5.2%	1.4%	.7%	9.9%
June, 1978 / 47,407	2.4%	5.5%	1.5%	.7%	10.1%
February, 1979 / 46,929	2.5%	5.6%	1.4%	.7%	10.1%
June, 1979 / 46,028	2.4%	5.8%	1.3%	.7%	10.2%

- *What is the racial-ethnic breakout?*

The racial-ethnic proportions of students served by special education, considered as a total group and by handicap category, were similar to (within 1 percent of) the over-all district proportions.

Table 4 summarizes the count of students in special education programs and in the district by ethnic background. There were no significant differences between the racial and ethnic representation of students served by special education and the total district enrollment.

Table 4

Ethnic Backgrounds for Students
Served by Special Education and for SJUSD

Ethnic Group	Special Education 1977-78 Year Number	Special Education 1977-78 Year Percent	Special Education 1978-79 Year Number	Special Education 1978-79 Year Percent	District 1977-78 Report Number	District 1977-78 Report Percent
American Indian or Alaskan Native	46	1%	45	1%	952	2%
Black	93	2%	99	2%	608	1%
Asian American/Filipino American & Pacific Islander	91	2%	90	2%	890	2%
Hispanic	177	4%	193	4%	1,826	4%
All Other	4,380	91%	4,248	91%	43,654	91%
Total Number	4,787	100%	4,675	100%	47,930	100%

- *What number of special education students live with foster parents?*

The two most intensive special education programs, special classes and resource, have 5 percent of their students from foster homes. These students include 34 students who are served by the resource specialist program (2 percent of that program), and 112 who are in special classes (9 percent of the special class population). The proportion of foster students in special classes has increased by 1 percent from the 8 percent found in 1977-78.

- *How many students are referred?*

During the 1978-79 school year 1,579 students were referred for special education services. This was a twenty-two percent increase over the number of referrals in 1976-77 and 1977-78, which averaged 1,300 students.

- *Why are students referred?*

The primary reasons for referrals are academic problems. These academic problems are in reading, mathematics and spelling. A secondary reason for referral for special education service is an oral language problem. A comparison of the relative frequency of expressed reasons for referrals between the 1978-79 school year and the previous year shows an increase in academic reasons for referrals. These comparisons of referral reasons are presented in Table 5. Because more than one reason may be given for each referral, the percents represent a duplicated counting of students.

Table 5

A Comparison of Referral Reasons
in 1977-78 and 1978-79

Referral Reason	Relative Percent 1977-78	1978-79
Oral Language	75%	58%
Reading	64%	76%
Mathematics	52%	65%
Spelling	49%	59%
Writing	43%	48%
School Behavior	29%	30%
Fine Motor	16%	16%
Self Concept	11%	15%
Self Help	11%	11%
Non Oral Language	7%	6%
Gross Motor	5%	6%
Vision	4%	4%
Vocational-Career	3%	3%
Hearing	3%	5%

- *How many referrals are not placed (Do not need service)?*

During the 1978-79 school year three percent of the students referred for service or 53 out of 1,579 were determined to be not eligible for placement in special education programs for the handicapped. This is an increase over the two percent who were not eligible in 1977-78 and may reflect an application of the preliminary criteria for eligibility used during 1978-79.

- *How many placement and review meetings are held?*

Over five thousand meetings of School Appraisal Teams (SAT) or Educational Assessment Service (EAS) groups were held during the 1978-79 school year. About 30 percent of these were for new placements, 62 percent were required annual program review meetings and 8 percent were special program review meetings to discuss student progress.

- *How many students attend School Appraisal Team and Educational Assessment Service meetings?*

School Appraisal Team (SAT) meetings were attended by 800 students, while Educational Assessment Service (EAS) meetings were attended by 260 students. These figures mean that students were in attendance at 20 percent of the meetings held to determine their program placement and services, and that slightly more students, proportionally, took part in SAT meetings than in EAS meetings.

What criteria are available for providing special education service?

During the 1977-78 school year criteria were developed for receiving service in five special education programs. These programs (resource specialist program, learning development class for learning handicapped, adapted physical education, language and speech therapy and counseling) serve about 88 percent of the special education students in San Juan.

In the 1978-79 school year criteria for the above services were revised, and criteria were developed for learning development classes for the communicatively and severely handicapped, serving 4 and 6 percent of the special education students, respectively. Still to be developed during the 1979-80 school year are criteria for classes and supplemental services for the physically handicapped, serving about 2 percent of the special education population.

The criteria for program eligibility were developed by over 90 team members, including parents, regular and special education teachers and administrators. They are now in use throughout the district. They were developed to more specifically identify those students who qualify for special education service. A copy of the Criteria for Special Education Services is included in Appendix E (page 87).

Are the resource specialist program and learning development class criteria used?

A study of the criteria used in these placements was made in the spring. Qualified judges reviewed the documentation which accompanied a sample of placement decisions made during the year by SAT and EAS teams to determine which placements were appropriate according to the criteria.

The judges' placements according to criteria and the SAT or EAS teams' placements were compared for 122 students: 8 students who had not been placed, 62 students who were placed in RSP, and 52 students who were placed in special class. The comparison agreements and differences are shown in Table 6.

Table 6

Agreements and Differences Between Judgments of Student Placement Using Pilot Criteria and Actual Placement Decisions

Judgment	Number of Students	Agreement With Actual Placement		Difference From Actual Placement	
		No.	%	No.	%
Do not place in Special Education	8	8	100%	0	0%
Place in Special Class (LDC)	52	35	68%	17	32%
Place in Resource Specialist Program	62	31	50%	31	50%

The judges and the placement teams were in complete agreement on those students who should not be placed in special education. This finding implies that judgments can and are being made that, according to the criteria, some students are not in need of special education services.

Agreement was found for two-thirds of the students placed in special classes. For the remainder of the special class students the judges would have placed 16 percent in resource program rather than special class and the remaining 15 percent were judged to have insufficient information supplied to satisfy the criteria requirements for placement.

The placement of students in the resource specialist program, as judged according to the criteria, had the least agreement, with only 50 percent of the judgments agreeing with the placements. Most of the remainder, 39 percent, were judged to lack sufficient information to qualify the student for placement according to the criteria. A few, 11 percent, were judged to meet the criteria for special class (LDC) placement even though the placement team recommended the resource program.

These findings may indicate a difficulty in the application of the 1978-79 criteria for placement in Resource Specialist Program. A further problem in application of the criteria may be that, in a number of cases, insufficient information is provided for placement decisions by SAT or EAS teams.

Topic 2: Provision of Services

- *What services are provided and in what settings?*

The services for special education students are provided in a number of different instructional settings. These settings include nonpublic school instruction, special classes and centers, the resource specialist program and through designated instruction and services. Under the Master Plan for Special Education, emphasis is given to providing service to students in the least restrictive and most integrative settings. Grouping students in different instructional settings is done in accordance with the needs of the students and easier transitions are provided from one setting to another.

Designated instruction and services (DIS) include specific services offered by a specialist. One or more of these services may be provided separately or as an adjunct to service in a special class, by the resource specialist or in a nonpublic school. Services provided include: audiological services, career and occupational preparation, specialized driver training, health education, home and hospital instruction, orientation and mobility training, parent education, psychological services, adaptive physical education, supplemental instruction, and speech and language therapy.

In February, 1979, there were 3,282 students who received one or more DIS services. For 1,713 students their only special education service was through DIS, with the rest of their educational program supplied in regular classes.

Resource specialist program, known as RSP, is designed to provide special help for individuals with exceptional needs so that they can continue in or return to the regular school program. The service may include instructional planning, special instruction, tutorial assistance and consultive services to regular teachers. The students served by the RSP are assigned to regular classroom teachers for a majority of the school day.

In 1976-77, RSP service was provided for 1,496 students. A seventeen percent increase in RSP service was experienced during the 1977-78 year, bringing the total to 1,749 in June, 1978.

Despite a slight decrease in RSP enrollment at the beginning of the 1978-79 school year due to students returning to regular class placements or leaving the district, the number of students increased to a high of 1,811 by June of 1979, a four percent increase over June of 1978.

Special classes in San Juan have been known as "learning development classes" (LDC). Special classes serve students for the majority of the school day. Clusters of learning development classes become "centers", such as the Laurel Ruff or Starr King Exceptional LDC centers for severely or physically handicapped students.

For three years the proportion of students served in special classes has remained at 27 percent of the special education population.

Nonpublic school instruction is provided only for those students whose exceptional needs can only be appropriately met outside the district. Such cases include more serious or severe handicaps. Private schools serving these students receive tuition payments through special education funding. San Juan had eleven students attending private schools at the end of last year.

Table 7 identifies the number and percent of students receiving each of the services described above by general handicapping category.

Table 7

Number and Percent of Special Education Students Receiving Different Services by Major Handicapping Category and for Total Special Education Population, February 1979

Type of Service	General Handicapping Category: Communicative N	Communicative %	Learning N	Learning %	Physical N	Physical %	Severe N	Severe %	Total N	Total %
Designated Instruction & Service	917	19%	227	5%	539	11%	30	1%	1713	36%
Resource Specialist Program	38	1%	1669	35%	43	1%	1	a	1751	37%
Special Class (LDC)	209	4%	740	16%	60	1%	272	6%	1281	27%
Nonpublic School	0	a	6	a	0	a	5	a	11	a
Totals	1164	24%	2642	56%	642	13%	308	7%	4756	100%

aLess than 1 percent

· *What other services are given to LDC and RSP students?*

Many of the students who are served through the resource specialist program (RSP) or in special classes receive other designated instruction and services (DIS) to augment their major program service. Over one-half of the special class students and almost one-third of the RSP students receive other, additional services. The services most frequently given are those of speech therapy and adaptive physical education. The counts of students receiving designated instruction and services in addition to another program such as RSP or special class are displayed in Table 8. A number of students receive two or three additional services and are included in the duplicated figures for each service.

Table 8

Students Receiving Designated Instruction and Services Only and in Combination with Other Programs as of June, 1979

Designated Instruction and Services	Number of Students Receiving DIS	
	Only	With Another Program
Speech and Language Therapy	971	776
Adaptive Physical Education	424	302
Home or Hospital Instruction	87	30
Psychological Services		291
Parent Education		173
Health Education		308
Orientation and Mobility		11
Career Preparation		109
Supplemental Instruction	103	58
TOTALS	1,585	2,058

· *How much direct help does a student receive from the resource specialist teacher?*

Over one-half of the resource specialist program teachers responded to a study on how they use their time.

Their average estimate was that 60 percent of their time was spent in direct instruction. Their estimates for direct instruction ranged from a low of 25 percent to a high of 90 percent of their work time. Assuming an 8-hour work day, resource specialist program teachers estimated that they averaged the equivalent of six periods of instruction a day or 4 hours and 48 minutes.

In addition to the time used in direct instruction, teachers estimated that they spent over 3 hours in related tasks. Major activities apart from instruction were preparing for and participating in SAT/EAS meetings, instructional planning and consulting with teachers. These activities were followed by preparing IEPs, record keeping and consulting with parents. Relatively little time was spent on general school duties or in providing inservice for classroom teachers.

The average estimated percent of time used on each of ten tasks and the average hours and minutes per day and per week which these represent are presented in Table 9.

Table 9

Average RSP Teacher Estimates of Time Use

Task	Percent of Time	Hours: Minutes Per Day[a]	Hours: Minutes Per Week[b]
Direct Instruction	60%	4:48	24:00
SAT/EAS preparation and participation	7%	:34	2:48
Planning and preparing for instruction	7%	:34	2:48
Assessment and evaluation	6%	:29	2:24
Consulting with teachers	5%	:24	2:00
IEP preparation and maintenance	4%	:19	1:36
Record keeping	4%	:19	1:36
Consulting with parents	4%	:19	1:36
General school duties	2%	:09	:48
Providing inservice	1%	:05	:24
TOTALS	100%	8:00	40:00

[a]Based upon an 8-hour day
[b]Based upon a 40-hour week

What are the common needs of learning handicapped students?

At the time students are placed in a program, the types of learning needs which will be addressed through special education services are identified. Each student may have several needs identified.

Some comparisons were made from the learning needs specified for a group of 1,139 learning handicapped students who took the Iowa Tests of Basic Skills in 1979 with 1,064 students who were tested in 1978. Each of these students had three needs identified, so the percentages given will total 300 percent. For example, in Table 10, 63 percent of the boys had reading listed as one of their top three learning needs in 1978 as compared with 61 percent in 1979. Written language and mathematics were the next most frequently-named needs in 1979, a switch in priority order from 1978.

There was an increase in the area of spelling and a decrease in the areas of school behavior and self concept.

Table 10

Three Major Learning Needs for a Sample of
Learning Handicapped Boys and Girls by Relative Percent

Area of Need	Relative Percent					
	Boys		Girls		Total	
	1978	1979	1978	1979	1978	1979
Reading	63	61	65	70	63	64
Written Language	47	59	36	46	44	56
Mathematics	49	51	59	62	51	54
School Behavior	34	24	20	13	30	21
Spelling	13	17	13	17	13	16
Oral Language	20	9	26	15	21	11
Self Concept	14	4	17	10	14	6
Audiology	9	6	12	7	9	6
Other Needs	51	69	52	60	55	66
Number of Students	818	845	246	294	1,064	1,139

Topic 3: Placement in least restrictive environment

- *Are more students served in less restrictive settings?*

Two goals of special education programs under the California Master Plan for Special Education are (1) to provide services for only as long as they are required, and (2) to serve the student in the "least restrictive" setting (the setting which is closest to a regular classroom and also of maximum benefit).

Over the past year, from June, 1978 to June, 1979, slightly over half of the original special education population remainded in the same program or service settings. Of the total number of students served each year about two-thirds leave and are replaced by new students. This turnover of students each year creates a significant workload factor.

The students who return to the regular program represent about 6 percent of the total served. Some students do move from service to service within special education, with 4 percent moving to greater service and/or more restrictive settings, and 7 percent going to less service or restriction. These changes in service are identified in Table 11.

Table 11

Changes in Special Education Program Placement
From June, 1978 to June, 1979

Original Special Education Placement	Special Education Setting After One Year											
	Same		More Restrictive		Less Restrictive		Returned to Regular Program		Left District[a]		Entered Special Education	
	N	%	N	%	N	%	N	%	N	%	N	%
Regular Class with Designated Instruction and Services	689	14%	112	2%	125	3%	125	3%	689	14%	705	15%
Regular Class with Resource Specialist Program	1048	22%	85	2%	73	2%	120	3%	423	9%	580	12%
Special Class	838	18%	8	b	129	3%	30	1%	305	6%	315	7%
Home or Hospital or Nonpublic School	6	b	0	b	24	b	21	b	63	1%	64	1%
Totals	2581	54%	205	4%	351	7%	296	6%	1480	31%	1664	35%

[a]Students who left the district may have graduated, dropped out of school, died, or transferred out of district
[b]Less than 1 percent

In 1978-79 the percent of students returning to regular program from resource specialist program increased dramatically, over 900 percent (from 13 students in 1978 to 120 in 1979). The special class students returning to regular class doubled, from 14 to 30. More new students were placed in resource specialist program (1 percent increase) and fewer new students were identified for only designated instruction and services (6 percent drop).

- *What orientation preparations facilitate integration?*

Teachers identified close contact with regular teachers as the primary way to facilitate student integration in regular classes. Proportionately fewer teachers working with communicatively or severely handicapped students were able to facilitate integration. Findings for teachers in resource specialist and learning development class programs as reported in the Staff Survey are presented in Table 12.

Table 12

Percent of Staff Survey Respondents Using
Different Methods to Facilitate Student Integration

Method	Resource Specialist			Learning Development Class				
	Elem.	Inter.	HS	Elem.[a]	Inter.[a]	HS[a]	CH[b]	SH[c]
Frequent communication with regular class teacher(s)	97%	100%	100%	87%	100%	88%	62%	33%
Special education teacher visits in regular class(es)	71%	90%	18%	45%	50%	75%	38%	42%
Regular teacher attends EAS/SAT	100%	90%	18%	57%	17%	38%	8%	25%
Teacher-led discussions with regular class students	26%	30%	12%	13%	17%	13%	8%	17%
Other	10%	10%	0	43%	17%	0	15%	42%

[a]Learning Handicapped
[b]Communicatively Handicapped
[c]Severely Handicapped

Among the "other" methods reported by special education teachers were teaching, team teaching or demonstrating in regular classrooms, having the special education aides or student teachers assist in the regular classrooms, and reverse integration (inviting students from regular classes into the special education classes).

What problems do RSP and special class (LDC) teachers and students have in integration?

In the special education Staff Survey, teachers were asked to identify problems they had noted in integration. The most prevalent problem in all programs was the type of experience the special education student had in regular classes. These are some illustrative comments:

Pupil not able to work independently

Need for quieter classrooms

Textbooks have a readability level that is too difficult

Most school programs are not designed for slow learners

Students cannot survive in (regular) classes

Still have trouble keeping up with grade level curriculum if skills are low

A summary of the number of times certain problems were noted by the 200 teachers in Resource Specialist Program or in Learning Development Classes is given in Table 13.

Table 13

Frequency of Problems in Integration Noted by Teachers Responding to Special Education Staff Survey

Problem Area	Resource Specialist Program			Learning Development Classes					Total Times Noted
	Elem.	Inter.	High S.	L-Elem[a]	L-Inter[a]	L-H.S.[a]	C.H.[b]	S.H.[c]	
Class Experiences	8	5	2		2	3	2	1	23
Acceptance	3	1	1	9	3	1	2		20
Scheduling	8	2	3	4	1	1	1		20
Teacher Knowledge		1	1	6		1	3	1	13
Class Load				6			4	2	12
Assistance/Aides							4	1	5
Communication				1		1		2	4
None	8		4	2					14

[a]Learning Handicapped
[b]Communicatively Handicapped
[c]Severely Handicapped

The problem areas of most concern to each program are summarized below with representative comments.

For Resource Specialist Program (RSP) teachers, these were the three most pressing problems with sample comments:

- Scheduling (reported by 22% of RSP respondents)

  There are problems with pulling children out of class due to conflicts with other subject topics, lunch breaks, recesses, etc.

- Class experiences (reported by 21% of RSP respondents)

  Student is hindered working independently and processing information and directions given in large group, because of individual help and instruction to which he is accustomed.

- Acceptance (reported by 10% of RSP respondents)

  Classroom teacher segregating special education child.

About 20% of the Resource Specialist Program teachers stated that they had no problems in student integration.

In Learning Development Class (LDC) programs serving students with learning handicaps (LH), these were the four most frequently reported integration problems:

- Acceptance (reported by 30% of LH-LDC respondents)

  Students do not always feel accepted in the regular classroom - at times they feel inadequate and are too discouraged to even attempt classroom assignments.

- Class load (reported by 20% of elementary LH-LDC respondents)

  There is no policy to help the regular teacher in terms of decreasing class load if he/she takes on several special education students.

- Class experiences/expectations (reported by 20% of LH-LDC respondents)

  Regular teachers' lack of understanding of special students' handicaps. Some think they are "lazy." Materials are often not appropriate.

- Scheduling (reported by 14% of LH-LDC respondents)

  No openings in regular classes except at semester breaks.

LDC programs for communicatively handicapped (CH) students had these integration problems reported by teachers:

- Class load (reported by 31% of CH-LDC respondents)

  Not enough spaces available in regular class for integration.

- Assistance/aides (reported by 31% of CH-LDC respondents)

  I will not ask a regular teacher to accept my students unless they can have some kind of support - either a reduction of 1 or 2 regular students per handicapped child or in terms of more aide time (not mine!)

- Teacher knowledge (reported by 23% of CH-LDC respondents)

  Regular teachers need continuing inservice on special student needs and federal legislation.

- Acceptance (reported by 15% of CH-LDC respondents)

  Ridicule of students (junior high level) by regular students. Some lack of understanding and skill of regular teacher.

Teachers in LDC program for severely handicapped (SH) reported two integration problems:

- Class load (reported by 17% of SH-LDC respondents)

  Difficult to find regular class placements for SH students, even LDC placements.

- Communication (reported by 17% of SH-LDC respondents)

  Not enough communication.

Topic 4: Student performance

- *How do achievement standings for special education students compare with regular education student standings?*

Comparisons--Because the Iowa Tests of Basic Skills (ITBS) are administered district-wide, it was possible to compare the standings of special education students in the resource specialist program and in learning development classes with students in the regular education program. These standings are shown in Figures 1, 2 and 3 for the test areas of reading comprehension, spelling and mathematics problems.

Students in the resource specialist program had achievement levels that were about two-thirds those of the average regular student. Students in learning development classes were achieving at about half the average level of the regular student.

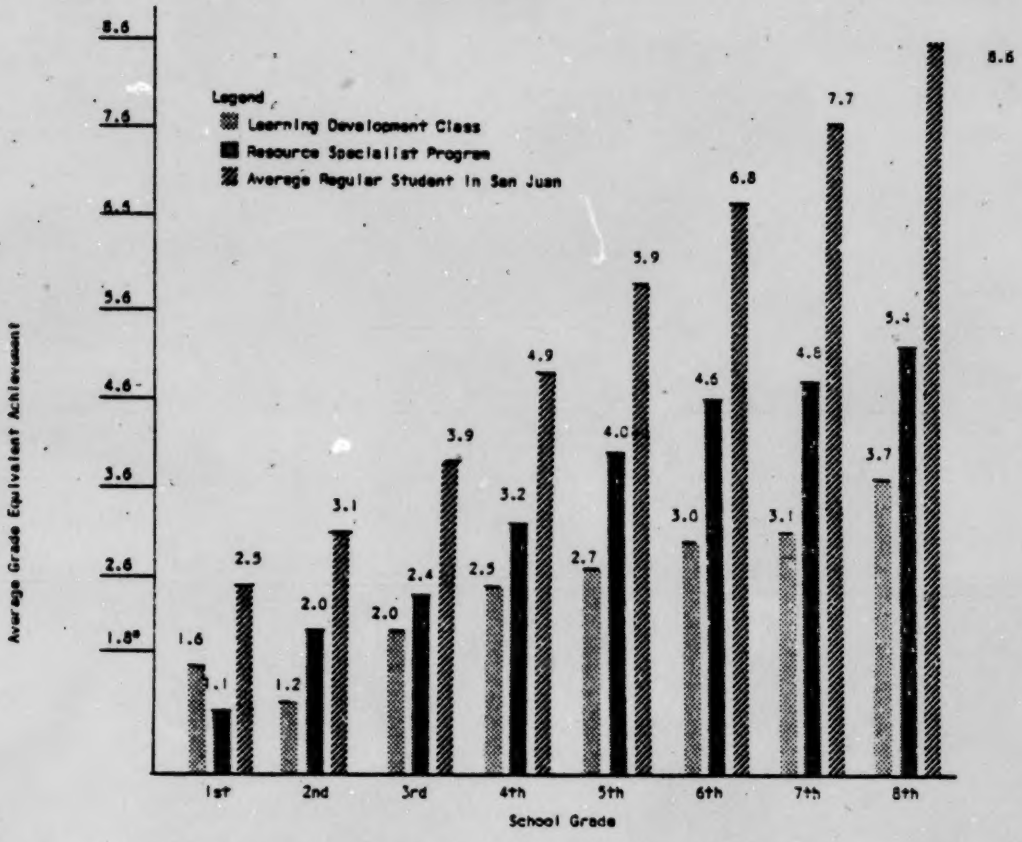


Figure 1. ITBS grade placement standings in reading comprehension.

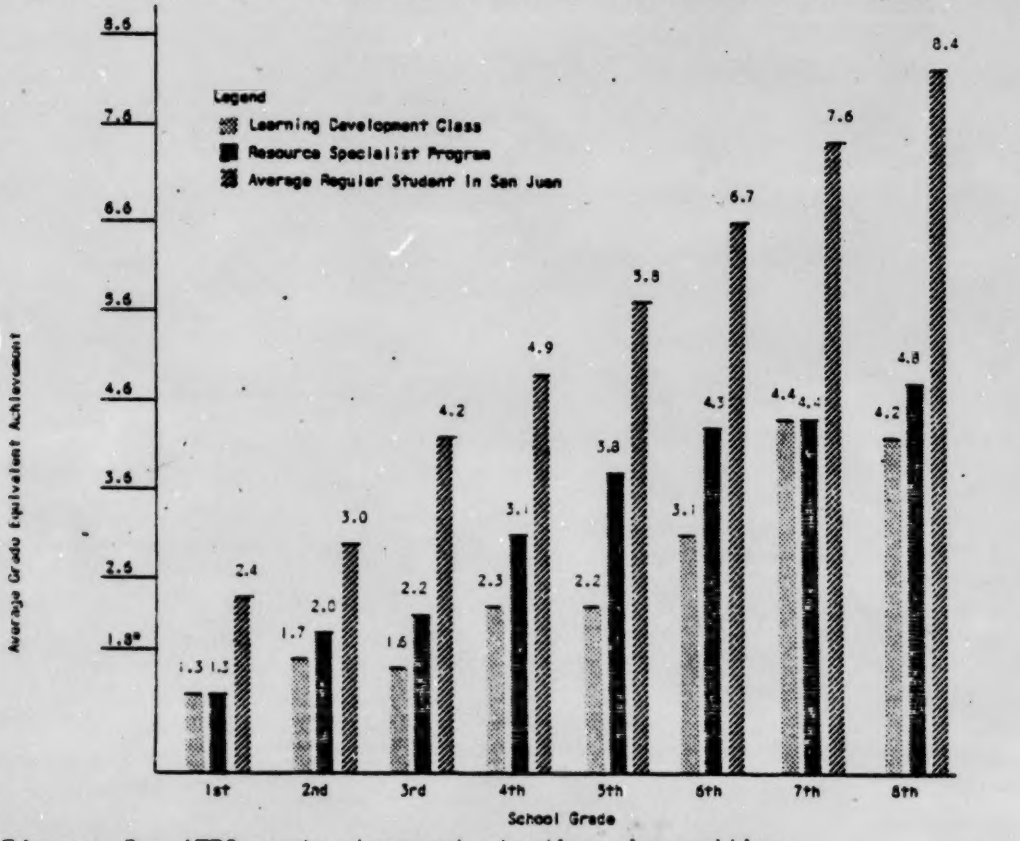


Figure 2. ITBS grade placement standings in spelling.
*Grade 1 students were tested in the eighth month of the school year.

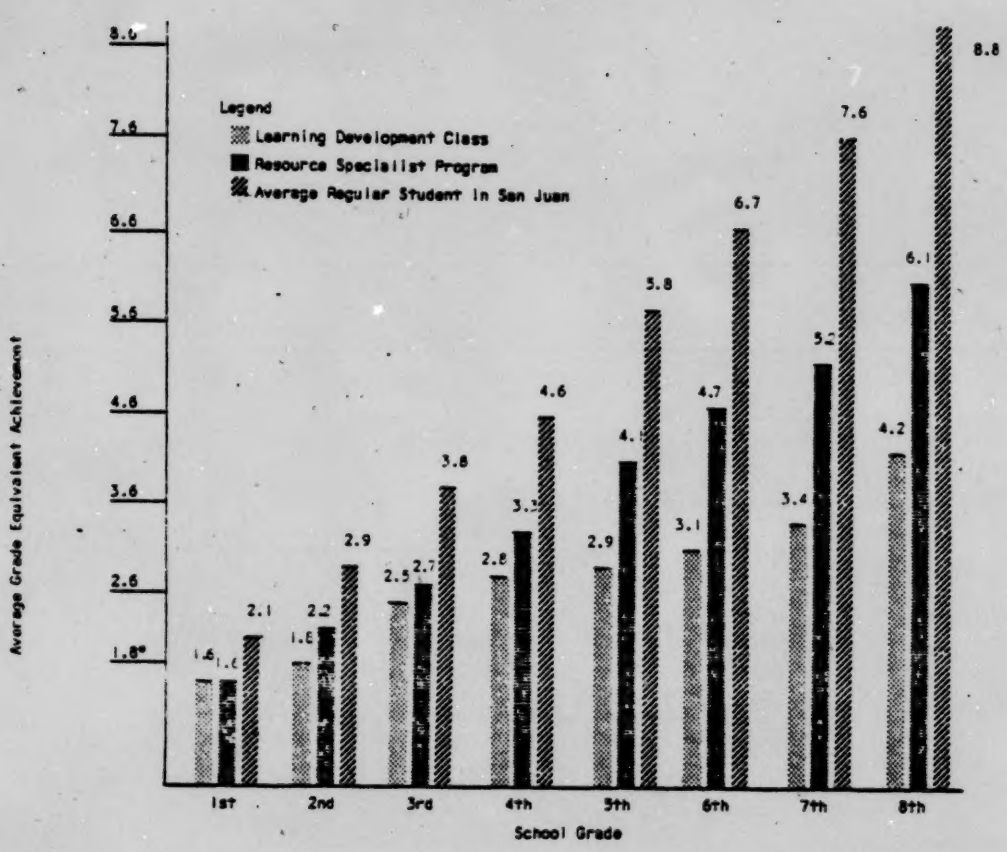


Figure 3. ITBS grade placement standings in mathematics problems.

Student Achievement

Over 50 percent of the special education population received services for a learning handicap. Most of these students had needs in reading, mathematics and/or written language. It was appropriate, therefore, to study the achivement of these students in basic skill areas.

Gain--One of the tests administered to most of the learning handicapped students was the Wide Range Achievement Test (WRAT). On this test scores were available for 1,134 students who had been tested twice during the past two years. It was possible, then, to determine the average gain per school month between test administrations. (Because the WRAT may be given during any month and is not scheduled for any one time, this analysis takes into account varying periods of time between tests to estimate growth.)

For students served by the resource specialist program the average reading gain was nine-tenths of one month for each month of school. In mathematics, average gains of seven-tenths of one month per month were achieved by students, and in spelling, six-tenths of a month. Gains for special class students averaged one to two-tenths of a month less than those of resource students in each test area. Table 14 presents the WRAT gain report.

Table 14

Gains* Between Two Administrations of the Wide Range Acheivement Test for 796 Students in RSP and 338 Students in LDC

Student Grade Level	Reading		Spelling		Mathematics	
	RSP	LDC	RSP	LDC	RSP	LDC
2	.9	.8	.9	.7	.6	.8
3	1.0	.8	.7	.5	.9	.7
4	1.0	.6	.6	.5	.8	.3
5	1.0	.7	.8	.4	.8	.7
6	.9	.7	.6	.4	.7	.3
7	.8	.4	.4	.3	.6	.6
8	.7	.4	.5	.2	.8	.5
9	.8	1.3	.3	.3	.5	.3
10	.9	1.1	.6	.3	.4	.5
11	.5	NA	.5	NA	.5	NA
Average	.9	.8	.6	.4	.7	.5

*Reported as month and tenth of month gains for each month of instruction.

Gains were also determined for 380 students who had ITBS scores from both 1978 and 1979. The ITBS covers nine separate testing areas rather than the three included in the WRAT. The average growth in each test area for the year between test administrations was computed for RSP and LDC students as presented in Table 15.

Table 15

Grade Equivalent Growth* Between ITBS 1978 and ITBS 1979 for 285 Students in RSP and 95 Students in LDC

Test Area	RSP	LDC
Vocabulary	1.2	.9
Word Analysis	1.3	.8
Reading Comprehension	1.3	1.0
Spelling	.8	.7
Capitalization	1.1	.7
Punctuation	1.1	.9
Usage	1.1	.9
Math Concepts	1.1	1.0
Math Problems	1.3	1.0
Average Growth*	1.1	.9

*Reported as year and tenth of year growth

The average growth across all sections of the ITBS for an RSP student was eleven months growth for ten months in program and, for the LDC student, nine months growth for ten months in program. These student growth figures on the ITBS were slightly greater (from two- to five-tenths of a month) than the growth on the WRAT.

The ITBS growth rates, when compared with the special education student previous growth rates as determined by their academic standings, were equivalent to a growth rate of 160 percent for RSP students and 180 percent for LDC students.

Learning Needs--A study was made of ITBS standings for learning handicapped students with identified needs in reading, spelling and math and those students without identified needs. The expectation was that students without an identified need for a subject would have higher grade equivalent standings than those of students with an identified need. As Table 16 shows, this difference between students with and without identified need in each subject was found. The difference was more evident in reading where the students without need had scores that averaged one-half year above those of students with need. The difference was less apparent in spelling and math where the students without need were only two to three months above the students with need.

Table 16

Standings* on the ITBS for Learning Handicapped Students in Resource Specialist Program (RSP) or Special Class (LDC) With and Without Learning Needs in Reading, Spelling and Mathematics

Grade	Reading				Spelling				Mathematics			
	RSP Students		LDC Students		RSP Students		LDC Students		RSP Students		LDC Students	
	Need	No Need	Need	No Need	Need	No Need	Need	No Need	Need	No Need	Need	No Need
2	1.8	2.3	1.2	1.4	1.9	2.0	1.8	1.7	1.9	2.4	1.7	1.8
3	2.2	2.9	1.8	2.6	1.9	2.4	1.8	1.8	2.6	2.7	2.4	2.5
4	3.1	3.5	2.4	2.7	2.7	3.3	2.6	2.2	3.3	3.4	2.7	3.0
5	3.8	4.4	2.6	3.1	3.3	3.9	2.4	2.8	4.1	4.2	2.8	3.0
6	4.3	5.0	3.0	3.2	4.0	4.4	2.1	3.3	4.4	5.1	3.0	3.2
7	4.7	5.0	2.7	4.2	5.0	4.4	2.8	4.5	5.0	5.4	3.3	3.6
8	5.1	5.7	3.2	4.5	4.5	4.9	4.9	4.1	5.9	6.3	4.1	4.4
Total Number	446	316	223	75	99	468	22	188	412	350	171	141
Average Difference Between Need and No Need	.5		.5		.3		.3		.3		.2	

*Reported as grade equivalent in grade and tenth of grade standings

- *Do initial gains in performance taper off after two years in program?*

A study of growth per month of instruction was made for 100 students who had received service for two years as compared with 453 students who had been served for one year. The results, as shown in Table 17, slightly favored the students who had received two years of service. The growth in subject areas differed for students in the two programs, with special class students served for two years showing greater gains in mathematics while resource students had greater gains in reading after two years.

Table 17

Comparison of WRAT Achievement Growth* for Samples of Students Receiving Service for One Year and Two Years

Program and Period of Service	Reading	Spelling	Mathematics
Special Class for Learning Handicapped			
One Year (N=131)	.7	.4	.5
Two Years (N=21)	.7	.5	.7
Resource Specialist Program			
One Year (N=312)	.9	.6	.7
Two Years (N=71)	1.1	.7	.7

*Reported as month and tenth of month gains for each month of instruction

What achievement levels do secondary deaf and hard-of-hearing students reach?

The achievement of 38 deaf and hard-of-hearing students, grades 7 to 12, was measured using the Stanford Achievement Test for hearing impaired students. This test includes measures of vocabulary, reading, spelling and mathematics as well as a communication comprehension section.

The grade equivalent standings on six test areas were computed as presented in Table 18 for students in grades 7 to 12 and students aged 8 to 12.

Table 18

Achievement Standings for Hearing Impaired Students on the Stanford Achievement Test

Age/ Grade	Number of Students	Vocabulary	Reading	Spelling	Math Computation	Math Concepts	Communication Comprehension
Age							
8	4	1.2	2.3	3.5	3.7	2.4	1.7
9	7	1.9	2.1	3.5	2.2	1.9	1.5
10	7	1.3	2.8	6.4	2.7	2.6	2.2
11	5	2.1	4.3	5.1	5.4	4.3	2.7
12	4	1.9	3.4	5.4	3.5	3.2	1.5
Grade							
7	13	2.5	3.7	5.7	5.1	3.8	2.1
8	10	4.0	5.0	7.8	5.2	4.4	1.9
9	4	3.1	3.3	5.2	4.8	2.9	1.8
10	2	1.5	2.3	3.6	4.9	2.1	1.0
11	6	4.1	6.0	7.2	8.6	7.2	2.3
12	3	3.8	5.3	7.6	9.3	7.3	3.4

The grade equivalents on this test were reported for comparison with hearing students. Such comparisons, however, are misleading unless consideration is given to the difficulty which hearing impaired students have in overcoming their sensory deprivation which impedes verbal communication.

It should also be noted that the number of students at each grade level was small and that the variability among the students was very great (for example, scores for the 10 eighth grade students in reading ranged from 2.1 to 12.3). For these reasons no analysis of the grade to grade standings is being made in this report. When scores are available from next year's test administration, a growth analysis will be made for students who are hearing impaired.

- *How do various special education populations perform on the district competency tests?*

Communication Skills

High school LDC students taking the minimum competency Communication Skills Test had two areas of difficulty in which fewer than 60 percent could correctly respond to any of the items. These areas were punctuation (using commas) and paragraph development. Other areas of difficulty in which fewer than sixty percent of the students could respond correctly to the majority of items were capitalization and spelling.

Areas in which most of the students could respond correctly to most of the items included listening and reading comprehension, sentence recognition, and use of the apostrophe.

Intermediate LDC students taking the minimum competency Communication Skills Test had five areas of difficulty in which fewer than 60 percent could respond correctly to any of the items. These five areas were making critical judgments about what was read, punctuation (both end punctuation and commas), paragraph development and spelling. Other areas in which students were especially weak were sentence recognition, use of the apostrophe and capitalization.

The area in which intermediate LDC students did best was in understanding and completing forms.

Fifth grade LDC students taking the elementary level Communication Skills Test experienced difficulty in eight areas. Fewer than fifty percent were able to correctly respond to any of the items in the sub-areas of vocabulary (determining word meaning from context), sentence recognition, capitalization, usage, spelling (the unpredictable words) and understanding and completing forms. Another area in which they experienced difficulty was punctuation, both using end punctuation and using the apostrophe.

Most of the students could respond correctly to most of the items in the area of reading comprehension.

Writing Sample

In the writing sample part of the Basic Communication Skills Test, a small number of writing sample scores were examined for LDC students. At the high school level, 72 percent (18 out of 25) of the LDC students received a pass score; at the intermediate level, 60 percent passed (6 out of 10); and at the elementary level, only 16 percent passed (9 out of 55). Despite

the low number in the intermediate sample, it appears that a considerable proportion of the high school LDC students may be able to successfully pass this skill area, although the proportion may be less for earlier grades.

Computational Skills

High school LDC students had seven areas of difficulty in which fewer than half of them were able to respond correctly to any items. These areas were:

Multiplying and dividing fractions
Adding and subtracting fractions
Dividing decimals
Converting fractions to percents
Multiplying and dividing numbers (applications)
Applying multiple operations
Solving measurement problems

Most of the students were able to correctly answer items in which they added and subtracted, multiplied and divided whole numbers, added and subtracted decimal fractions and numbers in applications.

Fifth grade elementary LDC students had difficulty in three areas in which fewer than 60 percent responded correctly to any items. These areas were dividing whole numbers (with one-digit divisors), recognizing common fractions and adding and subtracting in one-problem questions.

Other areas in which students had difficulty were in multiplying whole numbers, recognizing place value of numbers and recognizing money value and money notation.

The majority of students were able to correctly answer questions in knowledge of arithmetic facts, adding and subtracting whole numbers and using measurement instruments telling time.

What attitudes do special education students show toward school, study, students and themselves?

Student attitudes toward school and study, toward other students and themselves were assessed in the spring of 1979 using the district-developed S-Quad Survey. Comparisons were made of the responses this year with those of students in the 1977-78 year and between the LDC and RSP program students and students in the regular school program.

Primary Students--Both RSP and LDC students in grades 1-3 had significantly higher (more positive) scores in their attitudes toward school and study in 1978-79 than did the group tested in 1977-78. Students in LDC were also more positive in their attitudes toward students and those in RSP were also more positive in their attitudes toward themselves than in the previous year.

Comparisons between LDC, RSP and regular students showed very similar attitude levels for RSP and regular students, while LDC students were much more positive in all areas except toward other students than were students in RSP and regular programs.

Upper Elementary/Intermediate Students--Significant changes between 1977-78 and 1978-79 were only found for LDC students in their more positive attitudes toward school and other students. These increases made their attitudes in these areas very similar to those of students in RSP and regular programs. Students in LDC programs, however, were less positive than regular students in the attitudes about themselves. Both LDC and RSP students were significantly less positive then regular students toward the area of study.

High School Students--In comparison with their scores from 1977-78, LDC students tested in 1978-79 were significantly more positive in attitudes toward other students and themselves, but less positive in their attitudes toward school and study. Students in RSP from each year were not significantly different in their attitudes. The comparisons between LDC and RSP showed only one area of significant difference, and that was a more positive attitude toward school for RSP students.

Comparison of Attitudes at Different Levels--A comparison of overall special education attitudes on similar items in the S-Quad forms used at different grade levels is presented in Figure 4, page 38.

The comparison of positive responses between 1977-78 and 1978-79 showed only one item and level with a drop of more than 10 percent, and six items/levels on which there was a positive increase of more than 10 percent.

High school students were 10 percent less positive this year in their response to the item "At school people care about me," although almost 60 percent of the students did respond positively.

Items which had positive attitude increases of 10 percent or more were in attitudes toward others and feelings that others liked them (for students in grades 4-8 and 4 to 12, respectively), and in attitudes toward study for primary students.

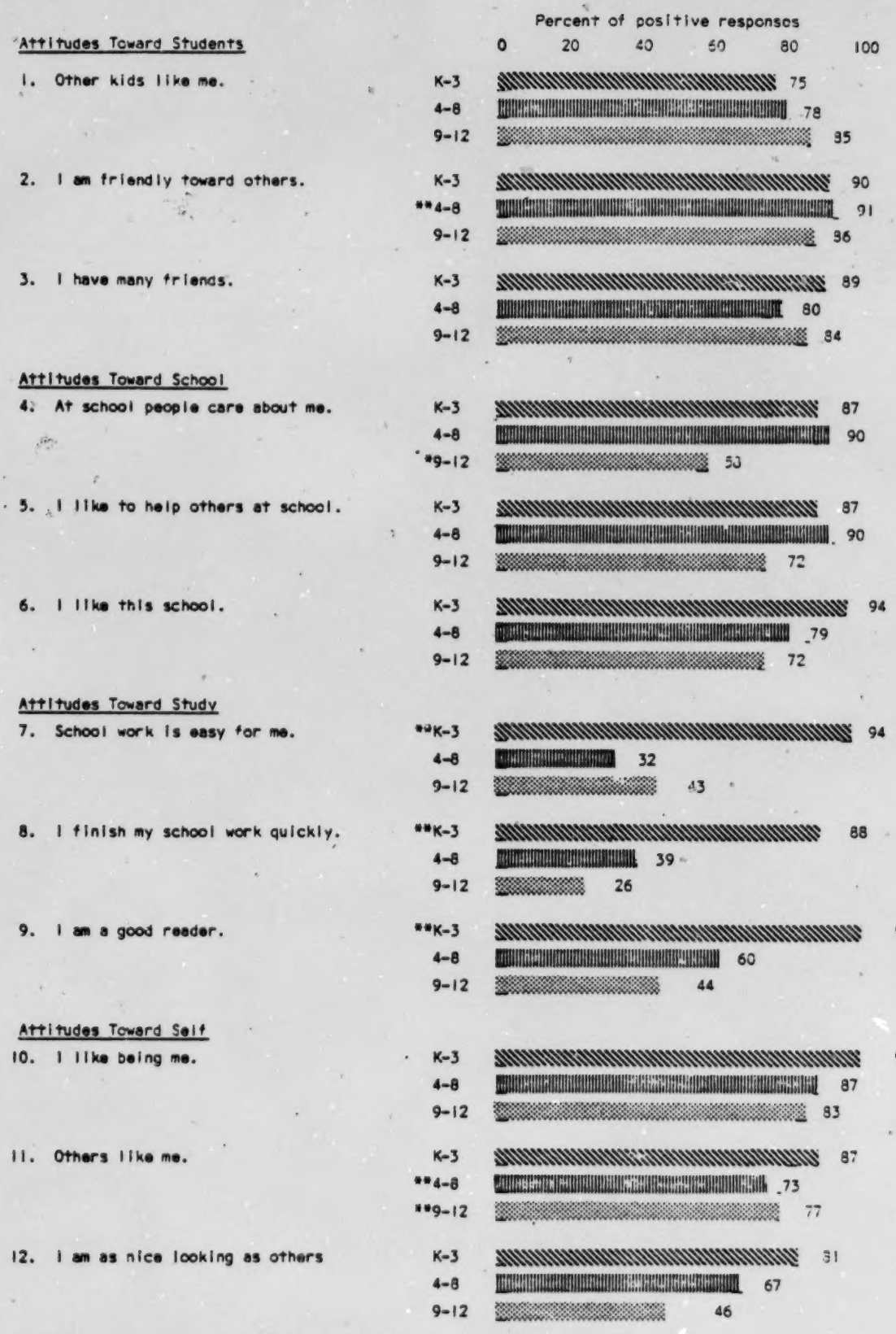


Figure 4 S-Quad Survey Summary: A comparison of student responses for similar items at different grade levels.

*Drop of more than 10% from 1977-78
**Increase of more than 10% from 1977-78

Topic 5: Satisfaction of teachers, parents, administrators

- *Are teachers satisfied with program procedures (educational program, time used in placement/review meetings, communications, inservice assistance to aides and regular staff)?*

Educational Program

Special education teachers were asked in the Staff Survey to identify educational materials and/or approaches which had worked especially well with special education students. Teachers responded as shown in Table 19. Small group and individual instruction were the most frequently identified approaches to providing effective instruction. Modifying classroom behavior was a frequent procedure or approach used, especially in the classes (LDC) for learning handicapped students.

Over eighty percent of the teachers who took the target teaching course reported that it was particularly effective as a teaching approach. Over one-third of all teachers found the use of student contracts an effective approach to working with special education students. About half of the resource specialist program teachers made use of tutoring in the regular class, although few of the special class teachers reported using this approach.

Table 19

Educational Materials/Approaches
Identified by Survey Respondents As Effective

Rank	Material/Approach	Resource Specialist Program						Learning Development Class										Totals	
		Elem.		Inter.		High S.		Elem.[a]		Inter.[a]		High S.[a]		CHb		SHC		DIS		Number	Percent
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
1	Small group instruction	27	84	8	80	12	71	24	80	5	83	8	100	9	69	9	75	9	50	111	76
2	Individual instruction	27	84	8	80	15	88	22	73	4	67	4	50	11	85	8	67	11	61	110	75
3	Classroom behavior modification	18	58	7	70	8	47	26	87	5	83	4	50	4	31	8	67	5	28	85	58
4	Target teaching	14	44	8	80	6	35	10	33	2	33	4	50	5	38	2	17	2	11	53	36
5	Contracts	15	47	4	40	5	29	11	37	3	50	4	50	2	15	3	25	6	33	53	36
6	Corrective reading	17	53	5	50	3	18	5	16	2	33	3	38	1	8	1	8	0	-	37	25
7	Tutoring in regular class	16	50	5	50	5	29	3	10	1	17	2	25	2	15	0	-	0	-	34	23
8	Morphographic spelling	2	6	4	40	4	24	2	6	0	-	3	38	0	-	1	8	0	-	16	11
9	Other	10	31	3	30	3	18	9	30	3	50	2	25	1	8	7	58	1	6	39	27
	Total Respondents	32		10		17		30		6		8		13		12		18		146	

[a]Learning Handicapped
[b]Communicatively Handicapped
[c]Severely Handicapped

The "other" materials and/or approaches mentioned by teachers included (in order of frequency of mention):

- Special reading materials
- Classroom management approaches
- Directed learning methods
- Practice procedures
- Parent-school cooperation

- Spelling, math and language materials
- Student assistance
- Comprehension materials
- Counseling
- Specific curriculum objectives
- Principal involvement

Teachers were also asked in the Staff Survey to list materials or equipment which they needed. The instructional materials which teachers requested in order to serve their students better included (in order of frequency):

- Reading materials
- Language materials
- Practice materials
- Instructional methods
- Mathematics materials
- Maps and atlases
- Thinking skills materials
- Survival skills materials
- Sensory-motor and manipulative materials
- Testing materials

The equipment which teachers requested included (in order of frequency): additional space, dividers/carrels, cassette tape recorders w/wo filmstrip, overhead projectors, files, cabinets/shelves, tachistoscope, chalkboard, drapes, typewriter, sports equipment, and electrical outlets.

Other material or equipment needs mentioned by single teachers included: a bulletin board, chairs, chart stand, copy machine and paper, crib, desks, easels, interpreters' smocks, model of mouth, page turners, phonic mirrors, record player, slide projector, toilets, and Tok-Baks.

Time Use and Paperwork

The thirty-two new teachers responding to the Staff Survey were divided 50-50 about whether training in procedures had helped them in organization and time management. Some suggested more assistance in completing forms. Others wanted more specific help in organization of time, record-keeping and scheduling students.

Continuing teachers were asked whether time spent on paperwork had changed and, if so, how. Again the respondents were divided, with half responding "Yes" and half responding "No." Requests to shorten forms were made by teachers. Some teachers believed that familiarity with forms and paperwork made the job quicker. Some teachers mentioned that, because of student turnover, the paperwork for many more students must be completed.

This comment showed a recognition of time for and benefit from paperwork:

> *Paperwork is time consuming but (mostly) needed to professionally assess, plan and implement effective programs.*

Some teachers mentioned holding annual reviews and writing individual educational programs as two separate processes. Also, some held more than one meeting during the year on each student, increasing the amount of paperwork. (For further information on time use of the resource specialist program teacher look under Topic 2 in this section.)

Communication--SPECIAL EDition

The SPECIAL EDition is a monthly publication of information, announcements, action items, inservice offerings and procedural guides. In response to the question "Does the SPECIAL EDition adequately serve its purpose of keeping you informed of district policies and procedures?" almost ninety percent (87%) responded "Yes."

The suggestions given for improving the SPECIAL EDition included (in order of frequency):

- Synchronize distribution date with meeting and action information dates
- Include all special education programs (CH, SH, PH, DIS) not just LH
- Write up specific teaching ideas and material suggestions
- Include research data, journal articles or synopses
- Minimize paper use (omit "slapstick" humor, "personals")

Twenty teachers responded that no changes were needed and that the format, articles, etc., were very good.

Inservice to Regular Staff

In the Staff Survey teachers reported providing 335 hours of inservice at their schools to regular staff on a variety of topics. This meant that, on the average, each special education teacher provided an average of 2¼ hours of formal inservice help. As another way of reporting inservice, each school with two special education teachers received an average of 4½ hours of formal inservice or 30 minutes each month.

Frequently reported inservice topics were (in order of frequency):

- Special education programs and services
- Reading programs
- Criteria and handicaps
- Referrals, assessments and placement meetings
- Classroom teaching techniques
- Modification of regular program
- Language and speech curriculum
- Integration of special education students
- Discipline
- Dealing with emotional problems
- Learning strengths and weaknesses
- Working with parents and aides

In addition to these formal sessions, teachers reported many informal sessions with individual teachers concerning various topics and students.

Aide Inservice

Those teachers reporting hours for aide inservice on the Staff Survey identified a total of 480 hours or 4 hours per teacher in direct in-service to aides. This figure is an underestimate, however, as 27 teachers did not estimate hours of inservice but reported "on-going" or "daily" inservice.

The topics covered most frequently in aide inservice included:

- Teaching techniques
- Reading methods
- Class planning and organization
- Language and speech curriculum
- Special education programs and services
- Referrals, assessments, meetings

Other Teacher Comments and/or Concerns

Fifty of the one hundred forty-six teachers, or about one-third of the respondents, added comments at the end of the Staff Survey. In order of frequency, these were the primary topics of concern with a comment summary.

Inservice

Group by program and level
Have at more convenient time and location
Provide release time for observations and sessions for aides
Consider rap sessions, support groups, sessions on behavior and time management
Improve quality

Materials and Expenditures

Need regular program texts
Provide curriculum guides
Include more for materials for communicatively handicapped in the Instructional Materials Center
Get copy machines for each school
Pay student aides for help
Allow funds for transportation and field trips

Service

Improve program administration and Area Resource Teacher service
Provide help in communication skills for high school severely handicapped and in language skills for bilingual learning handicapped

Information About Special Education

Provide more help to new special education teachers
Disseminate information about conferences and procedural changes
Supply information to local school staffs

Curriculum

Develop guides in all service areas, including vocational and career development
Summarize high school guidance information for teachers, students and parents

Other comments dealt with increasing teacher and school involvement in placements, writing Individualized Education Programs (IEPs) in the fall rather than spring, developing criteria for home and hospital instruction and severely handicapped programs, and the need for increasing parent accountability and knowledge of rights.

Are parents satisfied with program procedures (due process, SAT/EAS meetings, service delivery)?

The Parent Survey included 34 items covering program procedures and parent satisfaction. The responses given by over 700 parents summarized in this section were reported to the Community Advisory Committee in July.

SAT/EAS Meetings

Parents were generally very satisfied with the SAT/EAS meetings with 70 to 80 percent or more responding positively on 11 of the 13 items falling in this category (see Table 20 for responses to SAT/EAS items).

The two items on which less satisfaction was expressed were those concerned with parent influence on program recommendations (item 9 in Table 20) and placement decisions decided on prior to the meeting (item 13 in Table 20). Over one-half of the parents felt that what they said did influence the recommendations; about one-third were not sure if they had any influence, and 10 percent felt that what they said did not influence the recommendations. Similarly, over 40 percent of the parents thought that placement decisions had already been made before the meeting, and another fourth were not sure.

Table 20

Parent Responses to Survey Items on SAT/EAS Meetings

Item Wording	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure or No Response
1. The meeting was scheduled at a time which was convenient to me.	33%	49%	4%	2%	12%
2. I was well aware of the purpose of the meeting before it began.	32%	48%	3%	2%	14%
3. I had difficulty understanding the language used at the meeting.	3%	10%	44%	27%	17%
4. The information concerning my child was well organized.	26%	54%	5%	1%	13%
5. The information concerning my child was thoroughly explained to me.	25%	55%	5%	2%	13%
6. All of the special needs of my child were thoroughly discussed.	26%	50%	8%	1%	15%
7. The people at the meeting listened to what I had to say.	30%	54%	2%	2%	14%
8. I felt comfortable participating in the meeting.	27%	49%	7%	2%	15%
9. What I had to say influenced the recommendations made at the meeting.	17%	42%	8%	2%	31%
10. I felt that I was imposing on the teacher by holding the meeting after school hours.	2%	4%	51%	20%	23%
11. I felt that the meeting was rushed.	2%	9%	52%	20%	16%
12. I was satisfied with the way the meeting was conducted.	24%	51%	6%	2%	17%
13. I felt the district personnel involved in my child's SAT or EAS had already decided on a placement before the meeting began.	11%	32%	26%	6%	24%

Service Delivery

Parents were also satisfied with the provision of services to their children, although not quite as many were positive about the service delivery. Between 60 and 80 percent of the parents responded positively to all but one of the service items (see Table 21 for service items).

Although three-fourths believed the placement was the best available (item 1), only about one-half believed that the placement was in the least restrictive environment (item 3 in Table 21). Over 10 percent were <u>not</u> satisfied with progress and almost 20 percent did not know if progress was satisfactory (item 5 in Table 21).

Table 21

Parent Responses to Survey Items on Service Delivery

Item Wording	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure or No Response
1. I feel that my child has been placed in the best available educational program.	28%	47%	4%	2%	19%
2. I am satisfied with my child's educational placement.	26%	47%	5%	3%	19%
3. My child is placed in the least restrictive environment.	13%	40%	8%	2%	37%
4. I feel that the services agreed upon at the SAT or EAS meeting are being provided	22%	47%	4%	4%	23%
5. I am satisfied with my child's progress.	27%	41%	8%	5%	19%
6. My child is presently being mainstreamed or integrated in a regular education class for a portion of his/her school day.		69%	19%		12%

Due Process

Parents indicated much less knowledge of due process procedures, with 20 percent or more "not sure" or not responding to three of the eight items (see Table 22). Over 80 percent, however, had been notified of their rights (item 1) and over 70 percent agreed that their legal rights had been clearly understood (item 2).

Just over half thought they had been told what could be done if they disagreed with the SAT/EAS recommendation (item 5). Fewer than half thought that the first meeting was scheduled within 35 days of referral; 10 percent stated that it was <u>not</u>, and many were unsure (item 6). One-third of the parents thought they were not involved in development of child's IEP (item 7). There was great variability in knowing how long parents have to decide about placement: some thought "the end of the meeting," some thought "30 days," many did not respond (item 8).

Table 22

Parent Responses to Survey Items on Due Process

Item Wording	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure or No Response
1. I received notification (either written or oral) of my rights prior to my SAT (School Assessment Team) or EAS (Educational Assessment Service) meeting.		81%	14%		5%
2. The explanation of my legal rights was clear to me.	21%	51%	5%	3%	20%
3. I know that any results from outside evaluations done at my own expense are admissible at the SAT or EAS meeting.		62%	30%		8%
4. I know that any outside professionals, (doctors, counselors, private teachers, etc.) who were involved in evaluating my child may attend the meeting at my request.		68%	26%		7%
5. I was told what could be done if I disagreed with the recommendations of the SAT or EAS.		55%	32%		13%
6. The meeting was scheduled within 35 days after I signed the original referral.		47%	9%		44%
7. I was involved in the development of my child's IEP (Individualized Educational Program).		63%	21%		16%

8. I have (how long?) before agreeing or disagreeing with the placement or recommendations made by the SAT or EAS. (Circle correct response)	End of Meeting	24 Hours	One Week	Two Weeks	30 Days	Not Sure or No Response
	22%	2%	7%	10%	21%	38%

- *Are administrators satisfied with program procedures (placement/review meetings, integration, service delivery, space/equipment?*

Administrators from 73 of the 75 San Juan schools were interviewed to determine their satisfaction with special education program procedures. They were generally very supportive of the special education program and identified these accomplishments for the 1978-79 school year:

- Improvement in student learning
- Increased student integration with regular students
- Better communication between staff members
- Improved teacher skills

They reported on specific program procedures as discussed below.

Placement/Review Meetings

Principals or their designees are required to take part in all School Appraisal Team (SAT) meetings for student placement, review and dismissal. They often participate in Educational Assessment Service (EAS) meetings as well.

The major change in the operation of SAT or EAS meetings in 1978-79 was the use of eligibility criteria for placement and dismissal of students. The effects of the criteria for eligibility which were introduced at the beginning of the 1978-79 school year were seen as positive by over half (56 percent) of the principals. They noted effects such as improved guidance in making placements, determining the students with priority needs, better identification of learning disability students (as opposed to behavior problems), and, generally, no decrease in the number of students served.

Those principals (44 percent) who found negative effects from the new criteria commented on the restrictions they imposed, the difficulties in making placements (reported by 10 percent), having students who need help but are not qualified, and over-dependence on the Wide Range Achievement Test.

The EAS meetings are chaired by area resource teachers (ARTs). Over 90 percent of the principals reported that the services of the ARTs in chairing meetings had been adequate.

Principals expressed concerns that they were not always involved regarding possible student transfers into their schools and that half-time resource specialist program teachers would have more difficulty in managing their time to arrange SAT meetings.

Integration

Staff reception of LDC students for integration was considered to be good by 70 percent of the administrators. Principals spoke of ways in which integration was facilitated, emphasizing close communication between LDC and regular teachers, field trips, initial weeks of school year in regular class.

Those who found reception poor mentioned the class load of the regular teacher, teacher attitudes, and the need for better communication from the LDC teacher.

Resource specialist program students are generally accepted as part of the regular program (reported by 95 percent of the administrators). Although some reported problems with taking students out of regular classes, others reported that teachers did not want specialists or aides in their classes. Most reported that teachers included the RSP students as part of their own classes.

Improving student integration was mentioned as a goal for 1979-80 by principals of schools which had experienced some difficulties in integration previously.

Service Delivery

The delivery of special education services through programs and through the area offices were topics covered in the interviews with principals. Principal responses to the delivery of (1) resource specialist teacher service, (2) designated instruction and service, (3) high school service, (4) service at the intermediate level, and (5) service from the area offices will be discussed.

Resource specialist teacher service is provided through a workday which stipulates 5/6 time in direct contact with students. This direct contact time includes instruction, assessment and observation.

Most administrators (70 percent) found no problems with this service arrangement. The remainder (30 percent) found varying problems due to large number of meetings to be held, the half-time teacher's split assignment, and scheduling at year round schools.

Designated instruction and service specialist help was generally reported as good, excellent or outstanding at all levels. There were many commendations for hald-working specialists who help students and teachers. Suggestions for change included more service (time) from psychologists; clarification of adaptive physical education program, student qualification and teacher assignment; review of speech therapist student loads and testing requirements. Some concerns were also expressed about how specialists handle placements, reviews and dismissals.

High school service was modified administratively to provide two area resource teachers and to identify a special education department chair. This organizational change was judged to work especially well. It minimized problems between regular and special education staff and provided closer communication within the special education staff. Principals reported that the area resource teachers were knowledgable and helpful.

Service at the intermediate level was seen by principals at that level to have unique problems which affect special education adversely. The changes students have physically and socially coupled with a change in the educational structure add up to increased difficulties for the students who are already handicapped. The use of the two- or three-period core was suggested by one principal as a help in making a better adjustment.

Service from the area offices was reported by most principals as adequate in most respects. Services which were satisfactory included the help of area resource teachers in chairing EAS meetings, consulting with teachers, consulting with administrators, meeting with support staff, follow-up on special requests and helping to develop IEPs.

Problems noted by a minority (fewer than 10 percent) of the principals were returning phone calls and participating in joint evaluations.

The services which were not required by very many principals included personnel issues, interim placements, placements in other schools, participation in joint evaluations and helping with difficult SATs.

The accomplishments in the special education program

The accomplishments noted by principals were in four areas: (1) improvements in student learning, (2) increased student integration, (3) better communication and (4) teacher improvement.

The improvement in student learning was the most frequently-mentioned accomplishment. It was seen in the ability of special class students to return to regular classes, in student self-control, discipline, improved behavior and time on task and in student performance on the high school competency tests.

Student integration was promoted by the special education teachers and was aided by improved regular teacher attitudes toward special education students.

Improvements in communication were noted by principals within special education staff and between special and regular staff, and including help from the area resource teachers.

Teacher improvements were frequently mentioned by principals in the areas of more effective processing of student meetings and paperwork, in special class techniques, in the use of aides and in the help given by high school department chairpersons.

Space/Equipment

Although teachers reported problems with inadequate classroom space and had numerous requests for equipment, few principals identified classroom space as a concern and none mentioned equipment. The latter omission may be because many of the equipment needs are handled through the special education program and not the regular school program.

School Goals for 1979-80

The 1979-80 school goals for special education which were identified by the majority (86 percent) of the principals fell in one of the six categories given below:

(1) improve communication;
(2) maintain/continue present program;
(3) improve special education student integration;
(4) select qualified teachers;
(5) work successfully with half-time resource teacher; and
(6) study time use/work load of resource teacher.

Improving communication between all staff, regular and special education, with students, and with others outside of school who become involved with special education programs (such as doctors) was a top priority goal. It includes providing inservice for regular staff on all aspects of special education.

Maintaining the present program was a frequently-named goal for schools with programs which were already showing accomplishments in other goal areas.

Improving student integration was mentioned by schools who had experienced some difficulties in this area.

Selecting teachers and working with half-time resource teachers was a specific goal for principals at schools where replacement or reduction of staff was necessary.

Studying time use and work load of the resource teacher was a goal for some principals who were either facing staff reductions or who had experienced problems in this area during the 1978-79 school year. The school use of the resource specialist program teacher in instruction in special and regular classrooms and the number of students who can be helped are areas of concern to principals, especially those with half-time resource teachers.

Topic 6: Professional development

- *Are regular teachers more understanding of special education needs due to inservice?*

Although survey results from regular teachers were not available for this report, an indication of inservice needs was provided by school administrators in their survey.

Staff inservice to assist with the integration of special education students was considered to be needed by one-third of the administrators. A variety of informal approaches were suggested for providing inservice without formal "special education inservice." Among these methods were teacher to teacher, brief presentations at staff meetings, handbooks, and occasional speakers from special education management.

Those who reported no need for special inservice relied heavily on incidental inservice by special teachers at the school, person to person help and principal commitment or involvement.

Twenty percent or more of the special education class teachers, however, noted a lack of understanding on the part of regular class teachers. They commented that continuing inservice was needed to help regular teachers understand methods for working with handicapped students when these students are integrated.

- *Do special education teachers acquire new skills from inservice training?*

A major part of the inservice training program for special education teachers was offered through the district-wide staff development program. This program, known as "target teaching," emphasized directing the teaching process toward achievement of specific, measurable goals.

Teachers responding to the Staff Survey reported their participation in the basic and advanced target teaching courses. Although not all teachers responded to the survey, the percentage of those who indicated participation in the target teaching courses can serve as an estimate for the total

teaching population. It was estimated that between one-half and two-thirds of the RSP teachers, probably one-fourth of the LDC teachers for learning handicapped, and smaller proportions of other specialists/teachers had taken one or more target teaching courses. The findings for each group are shown in Table 23.

Table 23

Special Education Teachers Indicating Participation in Target Teaching Courses on the Staff Survey

Program/Level	Total Staff	Survey Respondents	Basic Course		Advanced Course	
			Number	Percent	Number	Percent
RSP/Elementary	44	32	25	78%	6	19%
RSP/Intermediate	14	10	7	70%	3	30%
RSP/High School	20	17	9	53%	2	12%
LDC-LH/Elementary	40	30	10	33%	2	7%
LDC-LH/Intermediate	10	6	1	17%	1	17%
LDC-LH/High Scho[illegible]	12	8	3	38%	2	25%
LDC-CH/All	23	13	4	31%	0	-
LDC-SH/All	30	12	2	17%	0	-
LDC-PH/All	5	0	0	-	0	-
Designated Instruction and Services	102[a]	18	4	22%	0	-
Total Respondents	300	146	65	45%	16	11%

[a]There are many part-time DIS specialists, making this number disproportionately large.

An indication of improved teacher skills may be drawn from the improvement in student learning noted by school principals in their survey. In addition to academic learning, many students were found to be improving in behavior, in self control and in the ability to concentrate on tasks.

- *Are special education teachers satisfied with the inservice or professional development program?*

Teachers responded to survey items concerning (1) the district-wide staff development program ("target teaching") and (2) the inservice for special education teachers through task-oriented groups.

District-wide staff development training

Fewer than one-half of the special education teachers have taken part in the target teaching training. Survey respondents, therefore, only identified the needs they had for this type of training rather than expressing their degree of satisfaction.

The training needs reported by teachers at each level and/or in each program or service were ranked to determine the top ten needs. The composite rank order across all groups is given in the left column of Table 24. According to the rankings, most of the teachers would like to have training in assertive discipline. The ranked needs vary, however for teachers working in different programs/services, as can be noted from the rankings presented in the body of Table 24. High school teachers, for example, were more interested in lesson design and teacher behaviors, teachers of

classes for severely handicapped were concerned about motivation, and specialists providing designated instruction and service (DIS) and teachers of classes for communicatively handicapped ranked retention as their top training interest.

Table 24

Top Ten Target Teaching Training Needs as Ranked by 146 Teachers Responding to Special Education Staff Survey

Rank	Target Teaching Component	Resource Specialist Program			Learning Development Class					DIS[d]
		Elem.	Inter.	High Sch.	L-Elem.[a]	L-Inter.[a]	L-HS[a]	CH[b]	SH[c]	
1	Assertive Discipline	1			1	1	1	4		3
2	Lesson Design			1	2		2	2		5
3	Motivation		5	3	3	2	3	1		2
4	Retention		4			3		1		1
5	Teaching Independence	2	1		5			4	5	
6	Teacher Behaviors	3		2				5	3	
7	Effective Practice	5			4		4		4	4
8	Individualizing Instruction	4		5		4		3		
9	Diagnosis		1	4		5	5	5		
10	Task Analysis		3	5						
11	Reinforcement					5		2		
	Number of Respondents	(32)	(10)	(17)	(30)	(6)	(8)	(13)	(12)	(18)

[a]Learning handicapped
[b]Communicatively handicapped
[c]Severely handicapped
[d]Designated instruction and service

Teacher Inservice--Task Oriented Groups

Inservice for special education teachers enabled teachers to work on a specific task in a specific area. Teacher survey comments about likes and dislikes revealed twice as many reasons for disliking the groups as for liking them. The reasons for liking the groups could be summarized as:

- Gained information
- Worked on worthwhile task
- Able to meet and share ideas

The most frequent dislikes were:

- Not meeting with teachers from same level/program
- Lack of information
- Group not well organized or led
- Unable to accomplish task
- Didn't consider problems in depth
- Not organized to include teachers from different programs or levels (CH, SH, high school, DIS)

Release Time for Staff Development

In response to questions about release time for inservice, teachers indicated from none to ten days for special education training. Over forty percent (62 teachers) reported no release time. For the 70 teachers who reported release time, the average number of release days was three.

When asked in what ways the release time enhanced or detracted from the instructional program, about 80 percent of the teachers who had been released listed ways in which the program was enhanced. The majority stressed getting new ideas, receiving stimulation and learning new methods and techniques. Several mentioned the assistance provided by a good substitute or aide.

Four teachers believed the release time neither added nor subtracted from their program. Only nine found negative effects; three reported no new learning, three had poor or no substitutes, and the remainder had to make up the work time, were unfavorably evaluated or had no substitute provided. Six reported that time spent on non-special education projects (writing project, SIP/Title I) was not worthwhile.

Topic 7: Program management

- *What student:teacher:aide ratios are maintained for different services/ programs during the year?*

The number of students served by a single teacher varied greatly for different types of service and for students with different needs and/or handicaps. Frequently when class size is discussed, the program is for students who are in special classes for all or most of the school day. Within even special classes, however, the intensity of student needs may require extremely small student-teacher ratios for some groups, and allow more students to be served in other classes. Table 25 presents the picture for special classes for the classes serving learning handicapped students at elementary, intermediate and high school levels. The average class size was just under 12 students in June of 1979.

Table 25

Learning Handicapped
Average Special Class Size in June, 1979

	7	8	9	10	11	12	13	14	15	16	Total Students	Number of Classes	Average Class Size
Preschool	2	1	1								31	4	7.8
Elementary		1	1	5	10	9	6	1	1	3	432	37	11.7
Intermediate				1	2	3	2	1	2		128	11	11.6
High School			1		2	2	2	1	3		140	11	12.7
Total District	2	2	3	6	14	14	10	3	6	3	731	63	11.6

For other programs where teachers work with different groups of students throughout the day, rather than the same group for most of the day, the number of students served by a single teacher may be much larger.

The highest enrollment during the year was used to compute the average number of students per teacher in different services or programs. The student to teacher ratio varied from almost eleven to one in special classes to twenty-three to one in resource program and fifty-one to one in speech therapy. The comparisons between teachers and aides in these programs was closer to one-to-one. The data in Table 26 show the student to teacher and teacher to aide ratios for different services/programs

Table 26

Student to Teacher and Teacher to Aide Ratios

Service/Program	Highest Enrollment	Number of Teachers	Average Students Per Teacher	Number of Aides	Average Aides Per Teacher
Special Classes					
Learning Handicapped	790	63	12.5	64	1.0
Communicatively Handicapped	190	23	8.3	27	1.2
Physically Handicapped	49	5	9.8	5	1.0
Severely Handicapped	273	29	9.4	35	1.2
Special Class Totals/Averages	1,302	120	10.8	131	1.1
Resource Specialist Program	1,811	78	23.2	88	1.1
Designated Instruction & Services					
Speech Therapy	1,747	34.1	51.2	5	.2

- *What are the costs per student for various DIS services?*

The costs for various designated instruction and services (DIS) are most directly related to the amount of time spent by specialists in providing that service.

To compare the service costs per student for various DIS services, the number of students served, the number of full time specialists and the hours of service were used to estimate the average hours of service per student. The total costs for designated instruction and services were used to estimate the average cost per hour and per student. The student counts used were the duplicated counts showing the total number of students actually receiving each designated instruction and service.

The costs per student ranged from $112 for parent education to $4,480 for health education. Some services are expected to cost relatively more per student because they are provided on a one-to-one basis and/or are provided more frequently, while other services may cost less per student because they are provided to groups and/or infrequently.

These estimated cost comparisons are presented in Table 27.

Table 27

The Estimated Costs of Designated Instruction and Services Provided in 1978-79

Instruction/Service	FTE* Specialists	Certificated Hours	Average Hours per Specialist	Students Served	Average Hours per Student	Average Cost per Student
Language and Speech	38.7	33,840	874	1,747	19	$ 569
Adapted Physical Education	11.6	10,146	875	726	14	411
Orientation and Mobility	.4	347	867	11	32	927
Supplemental Instruction	13.5	11,803	874	161	73	2,134
Home or Hospital	13.0	11,391	876	117	97	2,660
Career Preparation; Work Study	2.4	2,092	872	109	19	564
Psychological Services	3.9	3,422	877	291	12	346
Parent Education	.8	736	920	173	4	125
Health Education	3.0	2,794	931	308	9	267
DIS Overall	87.2	76,571	877	3,643	21	$ 617

*Full time equivalent

How do our program costs compare with those of other RLAs?

The total cost of the special education program in San Juan during 1978-79 was $9,446,500. State expenditure figures were based upon the February 1 student counts. The student enrollment count in San Juan as of February, 1979 was 4,756. The average total cost per student was $1,986. The cost per student in San Juan was $298 less than the average cost of $2,284 for the seventeen Master Plan agencies in California.

The costs of special education differ according to the programs and services which are provided, with higher costs per student in special classes and lower costs per student in resource specialist program and in designated instruction and services. The costs per student in each of the major instructional programs for San Juan and for the average Master Plan agency are shown in Table 28.

Table 28

Costs Per Student for San Juan and Average Master Plan Agency by Program Setting, 1977-78 and 1978-79

Program Setting	1977-78		1978-79	
	San Juan	Average Master Plan Agency	San Juan	Average Master Plan Agency
Special Class or Center	$3,868	$4,531	$3,267	$4,731
Resource Specialist Program	1,755	1,584	1,677	1,635
Designated Instruction/ Service (based on unduplicated count)	1,128	1,123	1,313	1,165
Nonpublic Schools	3,529	6,521	6,886	6,362
Average Cost	2,087	2,153	1,986	2,284

Another way of comparing costs is to examine the type of costs incurred by the total program. These are summarized in Table 29. The majority of costs (76 percent) are from salaries and benefits of teachers and aides and those providing direct pupil services.

Table 29

Program Cost Comparisons by Amount and Percent for San Juan and the Average Master Plan Agency 1977-78 and 1978-79

	Total Program Cost				
	San Juan Amount	San Juan Percent		Average Master Plan Agency Percent	
	1978-79	1977-78	1978-79	1977-78	1978-79
Direct Costs	$7,190,298	70	76	66	65
Teacher and Aide Salaries	(5,948,641)*	(54)	(63)	(51)	(50)
Benefits	(937,853)	(10)	(10)	(9)	(9)
Other Direct Costs	(303,804)	(6)	(3)	(6)	(6)
Direct Support Costs	$2,090,802	26	22	26	28
Indirect Costs	$ 165,400	4	2	8	7
Total Cost of Program	$9,446,500	100	100	100	100

*Numbers in parenthesis are subcategories of Direct Costs.

The cost for maintaining computerized student records, preparing State/Federal student counts and evaluation reports, and for carrying out local evaluation activities is $14 per student or about two-thirds of a percent of the per student cost. This cost is divided, with about $7 used for evaluation activities and $7 for computer entry, programming and reporting.

What effect does the administrative management plan have on the special education program?

Because of the size of the San Juan district and the transportation and communication difficulties which this presents, the special education administrative management has been divided into two geographic areas. Within each of these areas the management plan has specified a program supervisor and five "area resource teachers" who provide direct assistance to teachers and schools.

The effects of this administrative management plan have been assessed by school administrators and special education teachers through their respective surveys.

Local school administrators were asked to judge the adequacy, need and problems related to a variety of services offered by the area offices and, specifically, the area resource teachers. No systematic differences were found in the responses from the two areas.

In commenting on the specific services provided by the area offices and the area resource teachers, over ninety percent of the administrators reported that the following area services had been adequate:

- Chairing EAS meetings (93%)
- Consulting with teachers (91%)
- Consulting with administrators (90%)
- Meeting with support staff (92%)
- Follow-up on special requests (97%)
- Helping to develop IEPs (95%)

The two problem areas which were identified by fewer than 10 percent of the schools were:

- Returning phone calls (7 schools or 9 percent)
- Participating in joint evaluations (6 schools or 8 percent)

Many of the administrators identified these services as being infrequently required:

- Consulting on personnel issues
- Arranging interim placements or placements in other schools
- Participating in joint evaluations
- Helping with difficult SATs

Teachers were also asked to judge the effects of the area office and, most specifically, of the services provided by area resource teachers.

The most frequently mentioned way in which the Area Resource Teacher (ART) provided help to teachers was through "support." Support, reinforcement and encouragement were listed by 36 of the survey respondents. Inservice assistance of various types was the second service identified. Next in frequency were ART assistance in providing background information and clarifying procedures. Direct help with the instructional program, inservice assistance and helping with placements were other frequently mentioned services. Only 21 of the 146 respondents (14 percent) expressed dissatisfaction (rarely see, little or no help, clerical checker or "?") about the help provided by the ART or program supervisor. A summary of positive services by frequency of mention is given below.

- Support, reinforcement, encouragement (36)
- Inservice, observations, release time, classroom help and methods (28)
- Providing background information and clarifying procedures (27)
- Advice, guidance, organizational help and suggestions (24)
- Chairing EAS and difficult SAT meetings (17)
- Getting materials and equipment (12)
- Assistance with parent and/or student problems (9)
- Diagnosis and placement assistance (7)
- Scheduling integration (2)

Suggestions for services repeated the same ideas as those given above, with these additions:

- Inservice for regular staff
- Schedule visits and observations on regular and/or more frequent basis
- Clarify procedures
- Inservice on graduation/competency requirements and alternatives
- Increase in psychological service

SECTION III

IMPLICATIONS OF FINDINGS

This section presents the implications which have been drawn from the evaluation findings reported in the previous section. The implications are summarized under each of the seven topics used in the organization of this report.

Topic I: Identification and Placement of Students

Students Served

- San Juan provided special education services for ten percent of its students, which was within the statewide cap of eleven percent of the school population. Although the previous two years had shown growth, in 1978-79 San Juan's special education population maintained the same mid-year level as the previous year, and showed a slight decline at the end of the year. The potential problem of an increasing population appeared to have been averted--perhaps due to preliminary criteria implementation.

- The numbers of students in each of the four handicapping categories (communicative, physical, learning and severe) were relatively stable, although there were slight increases in the learning handicapped population and declines in the communicatively handicapped population which may have program implications in the future.

- The proportions of students in the major handicapping categories with various ethnic backgrounds remained very close to those of the total district, but data on racial-ethnic categories by program setting should be studied to ensure that there is no class or program imbalance..

- The increase in the proportion of students from foster homes, especially those requiring service in special classes, may have financial implications

Referrals

- The 1978-79 school year brought a 22 percent increase in the number of students referred for special education services. A slightly larger proportion of these students were determined not to require special education services than in the previous year, which may reflect the application of criteria for eligibility.

- More students were referred for academic problems than in the previous year. The increase in referrals for academic reasons may be generated by the district competency movement.

Placement and Review Meetings

- The number of placement and review meetings held during the year (over 5,000) exceeded the number of students in program at any one time. While some students left the district without a formal dismissal from program meeting, other students were not only placed (one meeting), but also had a review of progress and/or dismissal during the year (another meeting).

- No change in the number of meetings can be anticipated as the number in the basic service population remained steady, the student turnover was constant and meetings were required at least once each year.

- Student attendance at one out of every five placement and review meetings (SAT and EAS meetings) indicated desirable involvement.

Topic 2: Provision of Services

Services

- An increase was noted in the number of students served in the resource specialist program. Some of this increase may have included those students with communicative and physical handicaps who were moving out of special classes.

- Many students were noted to receive multiple services--one or more designated instruction and services in addition to a primary placement in a special class or in the resource specialist program.

Resource Specialist Teacher Services

- Resource specialist teachers had responsibility for many tasks in addition to providing direct instruction. They reported using the majority (60 percent) of their time working directly with students, with lesser amounts of time devoted to preparing for instruction, conducting SAT and EAS meetings, assessing students and consulting with other teachers.

- The services which were provided were linked with the learning needs of the students. Some shifts were noted between the learning needs identified in 1977-78 and those of 1978-79. The needs for learning handicapped students were more frequently in academic areas, with fewer identified needs in school behavior, oral language and self concept.

Topic 3: Placement in Least Restrictive Environment

Service Settings

- The movement of students to less restrictive settings, including to the regular program, was twice that of students moving to more restrictive settings.

- The past year saw an increase, which might have been predictable, in the number of students returning to the regular school program from the resource specialist program. This increase was expected because one of the features of the resource specialist program is to provide a "bridge" between special classes and the regular school program for students from special classes.

- It was also found that a relatively larger proportion of special class students were able to be placed in programs such as resource specialist program which are considered to be "less restrictive."

Integration

- Teachers identified a number of methods which they believed facilitated the integration of special education students into the regular school program. Frequent teacher-to-teacher communication was the primary method used to prepare for and help student integration.

- Teachers also mentioned a lot of the problems which students have in integration, including bad class experiences, a lack of acceptance by students (and sometimes by the regular teacher), and the difficulty of scheduling students into classes at appropriate times.

- Although parents reported that their children were receiving the services they needed in the setting that was appropriate, they did not feel that the settings were the "least restrictive."

Topic 4: Student Performance

Achievement Gains

- Student achievement gains in resource program averaged one year for a year of service.

- Student achievement gains in special classes for learning handicapped showed 50 percent more growth than previously.

- Student achievement growth was most noticeable between grades 3 and 5, declined during grades 7 and 8 (except in mathematics) and picked up in reading during grades 9 and 10.

- Students in programs for two years had slightly better growth than those in programs for one year.

- Deaf and hard-of-hearing students showed better achievement in spelling and math computation than in other test areas.

Competency Tests

- Special education students, especially at elementary and intermediate levels, showed many areas of weakness on the district competency tests.

- Communication competency skills needed by high school special education students were punctuation (using commas), paragraph development, capitalization and spelling.

- Communication skills needed by both intermediate and elementary students were punctuation (end punctuation, commas and using the apostrophe), capitalization, sentence recognition and spelling.

- Additional communication skills needed by intermediate students were making critical judgments about what is read and paragraph development.

- Additional communication skills needed by elementary students were vocabulary, usage, and understanding and completing forms.

- Computation skills needed by high school students were operations with fractions, converting fractions to percents, and applications of multiplication and division.

- Computational skills needed by elementary students were multiplying and dividing whole numbers, recognizing common fractions, place value and money value and one-problem questions.

Attitudes

- The positive attitudes found in primary students toward study and school tend to decline in older students, although all special education students increased in positive attitudes toward themselves and others.

Topic 5: Satisfaction of Teachers, Parents, Administrators

Teacher Satisfaction

- Special education teachers identified many materials/approaches for effective educational programs.

- Paperwork continued to be a concern for many teachers.

- Schools with resource specialist program and special class teachers received over four hours of special education inservice during 1978-79.

Parent Satisfaction

- Parents were very satisfied with placement and review meetings and generally satisfied with the services that were given, but were not as sure of their legal rights.

Principal Satisfaction

- Principals were supportive of the special education program yet had concerns about criteria, student transfers and half-time resource specialist teachers.

Topic 6: Professional Development

Regular Teacher Understanding from Inservice

Despite the more than two hours of inservice per school from each special education teacher, school administrators indicated that more help was needed by regular teachers.

Special education teachers indicated that the regular classroom experiences often created difficulties in integration for the special education students.

Inservice Training for Special Education Teachers

Teachers who had not participated in the staff development program ("target teaching") identified many training needs, some of which were different for teachers working in different programs or services.

While teachers noted that the accomplishments of the task-oriented inservice groups were worthwhile, they expressed many dislikes which were related to the management and organization of these groups.

Topic 7: Program Management

Student:Teacher Ratios

The variability in enrollment during the year made it difficult to maintain a specified class size average in classes for the learning handicapped and in the resource specialist program. The enrollment change was less noticeable in program classes for the physically and severely handicapped.

Program Costs

For the second year, the per student cost of the special education program in San Juan was lower than the average cost per student in other master plan agencies. Program costs for San Juan's resource specialist program continued to be above those of the average master plan agency, but the difference was not as great in 1978-79 as it had been in 1977-78. San Juan's cost for nonpublic schools almost doubled during 1978-79 for serving about the same number of students as in 1977-78. Teacher and aide costs represented 10 percent more of San Juan's total program costs than for the average master plan agency.

Administrative Management Plan

The two-area administrative management plan was judged adequate by nine out of ten school principals in providing most of the required services. The services of the administrative area offices were rated adequate by school principals for all areas except joint evaluation participation and returning phone calls. Most school principals praised the services provided by the area resource teachers. Most special education teachers were very pleased with the support, reinforcement, encouragement, and the inservice help which they received from the area office resource teachers.

The SPECIAL EDition helped teachers and principals to stay informed.

Suggestions for management included providing more inservice for regular staff, scheduling more frequent visits and giving inservice on graduation/competency requirements for special education students.

The Master Plan: What Is It?

The California Master Plan for Special Education is a comprehensive approach to provide special education services.* It establishes a system that:

- Identifies children in need of special education.
- Places children in the programs best suited to their needs.
- Evaluates each child's progress periodically.
- Moves key educational decisions from the state to the local level.
- Provides parents with opportunities to influence decisions about their child's education.

The system was not imposed arbitrarily upon unwilling educators. It grew, instead, out of a need to close gaps and correct inequities caused by the state's old method of providing special education.

Why a Master Plan?

California began serving exceptional children in 1860 when the School for the Deaf and Dumb and Blind was established in San Francisco. During the past 119 years, other special education services were added piecemeal as science and education learned more about each handicap. Since the programs were added in different years, some received more money than others because the newer programs were funded according to a higher cost of living. By 1970, the state's effort to educate handicapped children represented a patchwork of 28 categorical programs, each with different maximum class sizes and conflicting placement procedures. The system was not only difficult to administer, it also created competition among special education interest groups who argued the merits of their programs separately before the California Legislature.

The programs separated children by handicap and excluded children with unusual needs. A child who was blind, mentally retarded and emotionally disturbed was not welcome in any of the programs that served only one of those needs. Also, some of the programs were created with ceilings on enrollment. As a result, they excluded qualified children and young people if the district's quota happened to be filled. The separate programs also created problems for the local school administrator. In addition to the myriad of special education programs, local schools were faced with administering numerous other categorical programs, such as bilingual education, compensatory education and early childhood education.

Lawsuits Set Precedents

Several lawsuits established legal precedents for the rights of handicapped children. In October 1971, for

*NOTE: Technical changes in the Master Plan are inevitable as the program develops. Information on these changes is available from the State Department of Education's Office of Special Education, 721 Capitol Mall, Sacramento, CA 95814; phone (916) 445-4036.

Reprinted from A New Era for Special Education, California's Master Plan in Action. California State Department of Education. Sacramento, 1979.

example, the Pennsylvania Association for Retarded Children sued the State of Pennsylvania for its "permissive" programs for the retarded. A permissive law permitted, but did not require, a school district to offer a program. The association won its case, establishing that retarded children have the legal right to a free public education. The state was given 90 days to identify every retarded child not receiving education and training at that time.

The lawsuits added momentum to the efforts of educational leaders and parent groups who were lobbying for better services for their handicapped children. These developments, coupled with the problems of administering and financing so many categorical programs, led to a broad consensus that a new, comprehensive approach to educating the handicapped was needed.

A Cooperative Venture

The California State Department of Education first began looking at the problem in 1970. By 1971, the development of a comprehensive plan for special education had become a priority of the State Board of Education. The Department staff developed questions that were answered at 12 regional meetings by parents, teachers, school administrators, agency representatives and handicapped persons. Other interested persons also were given an opportunity to comment.

Public suggestions were received through hearings sponsored by the Council for Exceptional Children and the State Commission on Special Education. Twenty drafts later, on Jan. 10, 1974, the Master Plan was adopted by the State Board of Education.

Goals of the Master Plan

The basic premise of both the Master Plan and the federal law is that each child is entitled to an equal opportunity for education. Although few have argued with this noble goal, in practice many children have not had equal educational opportunities. The U.S. Office of Education (USOE) estimates that about half of the nearly 8 million handicapped children in the United States between ages 3 and 21 are receiving less than an adequate education. Nearly 1 million are receiving no education at all. In California, children in many schools are on waiting lists for special education because of insufficient funds to accommodate all children who qualify.

To correct this inequity, four goals were adopted in the Master Plan:

- Public education in California must seek out individuals with exceptional needs and provide them an education appropriate to their needs.
- Public education must work cooperatively with other public and private agencies to assure appropriate education for individuals with exceptional needs from the time of their identification.
- Public education must offer special assistance to exceptional individuals in a setting which promotes maximum interaction with the general school population and which is appropriate to the needs of both.
- The most important goal of special education is to provide individually tailored programs which reduce or eliminate the handicapping effects of disabilities on exceptional children.

Goal I: Finding Those Who Need Help

The first goal, seeking out individuals, is being accomplished in two ways:

- Through a statewide public awareness program, known as Search and Serve.
- Through the training of regular teachers to spot learning handicaps in the classrroom.

Search and Serve is an effort to identify all children from birth through age 21 who are handicapped. The goal is to reach all handicapped children, including those already being served, to ensure that each handicapped child is receiving the most appropriate kind of help. Search and Serve enlists the aid of physicians, the media (press, radio and television), service and youth organizations, state and local agencies, school districts, parents and citizens in an effort to locate these children. The census started operating in seven pilot areas in California in mid-1976 and was expanded statewide in October 1977.

Goal II: Public and Private Cooperation

The second goal, establishing cooperative relationships with public and private agencies, ensures that all avenues of support are available to help a handicapped child. The State of California operates seven regional centers and six state schools that provide diagnostic services or residential treatment to children with severe handicaps. These are supplemented by other specialized services from the Department of Health, the Department of Rehabilitation and California Youth Authority. In some instances, private schools may be able to provide services more efficiently than a local school.

Goal III: Maximum Interaction

The third goal, that of providing "maximum interaction with the general school population," does not mean that all handicapped children will be returned to regular classrooms. The statement *"maximum interaction"* is defined as the amount of integration that is *"appropriate to the needs of both"* handicapped and general schoolchildren. The most appropriate setting for a severely emotionally disturbed child may be a self-contained school that provides minimum interaction with regular schoolchildren. A child with a moderate emotional problem, however, may be able to function well in an integrated class at a public school. This child

would probably have contact with regular children on the playground, in the bus and in the cafeteria.

Goal IV: Individualized Education

The fourth goal is to provide an individualized education program for each handicapped child. When a child is identified as having special needs, he or she is referred to a school appraisal team which cooperatively selects the combination of services that best meets the child's needs. The team consists of teachers, special education professionals, the school principal or another administrator and the parents.

Just as a doctor writes a prescription to help remedy a physical ailment, the team writes a prescriptive educational plan to help solve the child's difficulties at school. Emphasis at all times is on designing a program to fit the individual child's needs. This is a big change from the traditional approach in which programs were first designed and then children were assigned to a predetermined program and available slots.

Removing Labels

The Master Plan eliminates the need to brand children with labels such as "educable mentally retarded" or "severely emotionally disturbed." Instead, pupils with special education needs are designated as "individuals with exceptional needs." Four broad categories were established primarily for transitional purposes. They are communicatively handicapped, physically handicapped, learning handicapped and severely handicapped.

Old funding formulas required that a child be labeled before the district could receive extra money for educating that child. The new system enables districts to receive funds for each "child with special needs" without burdening each child with a label. In addition to the psychological advantages, this new approach recognizes that a child's educational needs may be different from his or her handicap. A child with a communication handicap, for example, may receive more benefit from a program for the learning handicapped than from a program that is strictly for deaf children.

SESRs and RLAs

The fragmentation of the old system created problems of overlapping responsibilities among the state, county superintendents of schools and local school districts. Such duplications were not only inefficient, they diluted accountability. In addition, a maze of state regulations proliferated along with each of the 28 categorical programs. These inhibited innovations and made demands that were sometimes inappropriate to local situations.

To correct these problems, a new organizational unit, Special Education Services Region (SESR), was created. The SESR can be a single school district, a combination of school districts, several school districts joining with a county superintendent or two or more county superintendents. Each SESR writes a local *comprehensive plan for special education*, which tailors the requirements of the Master Plan to the needs of the local area. The local comprehensive plan provides greater local control over educational decisions than was available through previous special education programs.

A key part of each local comprehensive plan includes:

- Special classes and centers.
- Designated instruction and services.
- Program specialists.
- Resource specialist programs.
- Nonpublic schools.
- State special schools.

The resource specialist program is a totally new service, while the others are modifications of services already available to California children.

The Responsible Local Agency (RLA) is the district or county superintendent office which is administratively and fiscally responsible for implementation of the comprehensive plan in the SESR.

Special Classes and Centers

Special classes and centers, major ingredients of the Master Plan, offer instruction for most of the school day to children whose needs cannot be met in regular classes. Before the Master Plan, special classes were organized according to handicap, e.g., classes for the blind, mentally retarded and emotionally disturbed and centers for the orthopedically handicapped and deaf.

Under the Master Plan, classes and centers are organized according to educational needs. An elementary special class, for example, might include a small number of children who are easily distractible. Their problems may be due to different causes, such as behavior or neurological disorders, but their educational needs are the same.

Who Is Eligible for Special Ed?

Children from birth through age 21 become eligible for special education services once they are determined to be individuals with exceptional needs. Such children, according to state regulations, exhibit one of the following problems:

- A demonstrated physical, intellectual or serious emotional handicap.
- A specified behavior, learning or language disorder requiring special instruction or services beyond that provided by modification of the regular school program.

This definition excludes children whose problems stem from cultural or language differences. (The federal law allows each state some discretion in its definition of "handicapped.")

The Master Plan also enables each local area, through its comprehensive plan, to determine the number of children in each class; however, the average class size must not exceed 10 children.

Designated Instruction

Another new program created by the Master Plan is called designated instruction and services (DIS). The services, such as speech therapy, are considered "designated" because they are specific and not usually taught in a regular or special class program. The services include teaching skills, such as mobility training for the blind, and performing corrective services, such as counseling and physical therapy. Some of the DIS programs were available before the Master Plan became a reality, but the new system offers a wide range of services.

Children in regular and special classes are eligible for any combination of services that they need.

Program Specialists

If the resource specialist, DIS and special class programs operated independently, the old problems of overlap and duplication might recur.

In order to provide instructional leadership and coordinate services, a new position—the program specialist—was created to coordinate services and also provide "residential expertise" for the resource specialist, special education teacher, school psychologist or clinical service professional. He or she must have advanced training in at least one of the following broad areas: physically handicapped, learning handicapped, communicatively handicapped, serverely handicapped, preschool handicapped or career-vocational development. Program specialists have the following duties:

- Coordinating the curriculum of special day classes.
- Implementing inservice training programs.
- Developing innovative teaching methods.
- Assessing program effectiveness.
- Participating in educational research.

Resource Specialist Programs

The resource specialist program is designed to help children who spend a majority of the day in regular classes. The resource specialist has a variety of responsibilities that total three roles: teacher, consultant and coordinator. The relative importance the specialist attaches to each of these roles is determined by the local comprehensive plan.

Resource specialists also provide a range of coordinator and consultative services. These include:

- Providing diagnostic testing to determine how to help the child learn.
- Developing instructional materials and demonstrating teaching techniques to the classroom teacher.
- Coordinating all special education services for each child in the school.
- Coordinating recommendations in the child's educational plan with parents and teacher.
- Assessing pupil progress, revising the education plan and referring children who are not making adequate progress for more intensive assessment.

Each resource specialist must have a special education teaching credential and at least three years' successful teaching experience. The teacher must also have advanced training in special education.

Resource specialists who concentrate on instruction are permitted to teach up to 24 students, individually and in small groups. Instruction can be given directly by the resource specialist or by an aide under the specialist's supervision.

Placing Children in Special Programs

Children are placed in special education programs only after parental consent is obtained and a careful assessment procedure has been completed. The end result is an individual educational plan that sets goals and prescribes educational services to help the child meet those goals.

The placement process may include seven major steps:

1. Referral and referral analysis.
2. Parent notification.
3. Information gathering.
4. School Appraisal Team (SAT) and assessment by Educational Assessment Services (EAS).
5. Individualized education program (IEP).
6. Enrollment in special programs.
7. Ongoing evaluation of pupil progress.

Step 1—Referral. Children can be referred by anyone familiar with their needs, including the parent, the teacher, a physician, an agency that has worked with the child or the child himself or herself. The child can be referred to the nearest school, to the school district office or to the county office of education. Search coordinators assure that all referrals are received and properly assigned.

Step 2—Notification of Parents. After the child is referred, the parents are contacted for written permission to assess the child. The parents are told that they have the right to obtain an independent assessment and a right to participate in the development of their child's individual plan. They are also notified about due process hearings, least restrictive educational environment, confidentiality and protections in assessment. The notification must be clearly written in language parents understand—not in educational jargon. If the parents do not speak English, the notification must be in their native language. If the parents are blind or deaf, special provisions must be made so they can participate.

Step 3—The School Gathers Information. Next, school personnel gather information about the child's background and abilities. Several diagnostic tests may be conducted and other general information is compiled in areas that affect the child's performance in school. This information includes:

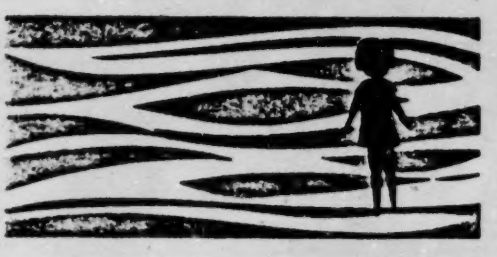
- A school history: the educational progress, steps taken to assist the child in areas of difficulty and the results of such assistance.
- The relationship of the teacher and classmates to the child.
- Appraisal of cultural or language differences that may affect school performance.
- Health status, including recent hearing and vision tests.
- Assessment of career and vocational aptitudes for each secondary student.

Step 4—School Appraisal Team (SAT) and Educational Assessment Service (EAS). The SAT is a group of persons at the school site who meet with the parents to consider the needs of the child and recommend the combination of services that will help him or her succeed in school. The team also writes the child's educational plan according to the needs of the child. Certain persons, however, are required to attend all SAT meetings.

Each SAT is chaired by the school principal or an administrator designated by the principal. The meeting is attended by the special education teachers or specialists who can help the child and by the child's parents or a representative sent by the parents. Others who sometimes attend SAT meetings are: the regular teacher or counselor when he or she is given responsibilities in the child's education plan; any specialist, psychologist or nurse who has conducted an assessment that will be discussed at the meeting; the pupil when he or she is capable of benefiting from the discussion; and any other person whose competence is needed due to the nature and extent of the pupil's disability.

The SAT considers the child's strengths and weaknesses and weighs the following placement options:

- Returning the child to the regular classroom with changes in the program (no direct special education services).
- Returning the child to the regular classroom with program changes and with a scheduled review of the child's continuing progress.



Emotionally Disturbed Children *Can* Be Mainstreamed

The plump, brunette 5th grader worked quietly at her desk and later shared a book with a classmate. To look at Ellen, one would hardly suspect that she had attended a special school for the severely emotionally disturbed. And yet, on this warm June day near the end of Santa Monica's school year, Ellen appeared to be a model student.

It wasn't always this way.

Just one year earlier, Ellen was "easily distracted" and had "about a 10-second attention span," according to those who knew her. She attended a private school for the severely emotionally disturbed and then progressed to a special day class at Roosevelt Elementary School in Santa Monica. By January of 1977, Ellen had "graduated" to a regular fifth-grade class with help from a resource specialist.

"Because of her behavior problems, Ellen was several years behind in math," says Marilyn Hirsch, the resource specialist. As a result, Ellen's individual education plan called for spending 1½ hours each day in the resource room. The goal was not only to improve Ellen's math skills but to teach her to work independently.

"I don't object to having handicapped children in the classroom," says Sheila Fields, Ellen's fifth-grade teacher. "But I think they need outside help. It can be a strain on children to be in class all day. They need a time out to get more individual attention," she explains.

Ellen now takes turns, raises her hand, contributes to a discussion and takes part in a class play.

This last accomplishment alone is a measure of her progress. One year earlier, Ellen was removed from a summer school play because she could not wait her turn.

- Assigning the child to a regular class for most of the day, supplemented by help from the resource specialist program.
- Assigning the child to a regular class for most of the day with help from DIS.
- Assigning the child to temporary short-term instruction in home or hospital.

If more diagnostic information is needed or if special class placement is indicated, the child is referred to the Educational Assessment Service (EAS).

The Educational Assessment Service (EAS) is a team of specialists that is available to assess children with more intensive needs. Each SESR must have at least one full-time EAS containing specialists representing the fields of health, psychology, social work, speech, language, hearing and special education. In addition to assessing the children, the specialists help to formulate each child's educational plan.

The EAS meeting is chaired by a program specialist or the special education administrator. The meeting is attended by special education teachers or specialists; relevant members of the assessment service; and the parent, parent representative or child advocate. Regular classroom teachers, the child and other qualified persons are expected to attend when they can benefit or add materially to the discussion.

Extensive information is compiled for consideration at the EAS meeting. It may include:

- A description of the child's disability expressed in functional terms.
- An evaluation of the child's behavior, thinking ability and coordination compared to children of similar age and cultural background.
- A history of the child's physical development (at what age he or she started walking, talking, etc.).
- The child's health status, including hearing and vision test.
- An observation of the child's ability to function at home, at school and in a diagnostic class.
- An assessment of career and vocational aptitudes for secondary pupils.

When a health problem exists that affects the child's education, the assessment service obtains a description of the pupil's physical, emotional or neurological problem from a licensed physician or surgeon.

Based on the assessment results and the information gathered, the EAS makes a placement recommendation. All the options available to the SAT are still available (regular class, resource specialist, designated services). In addition, EAS can:

- Recommend placement in a special class or center.
- Recommend placement in a special class with designated instruction and service.
- Refer the child to the state schools for the deaf, blind or neurologically handicapped for more intensive diagnosis or placement in the state school's instructional program.
- Recommend placement in a nonpublic, nonsectarian school or agency.

Step 5—Individualized Education Program (IEP). Each child placed in a special education program receives an individualized education program. The program or plan describes the pupil's present levels of achievement and sets long-range goals and annual objectives for improvement. The periodic objectives are then broken down into short-term objectives for a teacher's lesson plans and curriculum.

Goals may be set in basic skills—reading, computation, writing and speaking. They may also be set for body coordination, health and hygiene, self-concept, adjustment to school and community, physical education and recreation, and for vocational and career development. Some children may need self-help goals. A child may have a self-help goal of learning to dress himself or herself. A short-term objective to accomplish that goal could be basic skills such as learning to tie shoes, zip pants and button shirts.

In addition to goals and objectives, the educational plan must specify impartial criteria for measuring whether each objective has been met. The plan must also list the type of placement, when services are to begin and the anticipated amount of time the child will need to spend in each program or service. If a child in a special class or nonpublic school is expected to transfer to a regular class, the educational plan should contain methods for the transition.

Step 6—Enrollment in Special Program. No child may be enrolled in a special education program without written permission from the parent.

Step 7—Ongoing Evaluation of Pupil Progress. Each child enrolled in a special education program must be reviewed by the SAT or EAS at least once a year. At that time, the child's educational plan can be modified by joint agreement of the group. The parent can also request a review by the EAS any time he or she feels the child is not making adequate progress.

Rights of Parents and Students

Under the Master Plan, parents of exceptional children have important new rights. As previously noted, parents may participate in developing their child's educational program, and they can approve or veto testing and placement in special education.

In addition to these rights, parents and students have the right to appeal decisions on any of the following issues: identification of the student as an individual with exceptional needs; assessment of the student; implementation of the educational plan; and the denial, placement, transfer or termination of special service to a student.

The procedures for appeal are spelled out in state law:

- The parent or student requests a hearing panel. The RLA director or his designee must meet informally with the person to discuss the concern. The parent

has the right to examine any material in the child's file and to make copies at nominal expense. The *RLA* director may authorize modifications to the child's educational plan to satisfy the parent. If the meeting fails to resolve the problem, a fair hearing panel must be formed.

- The Fair Hearing Panel is composed of three impartial persons who are knowledgeable about the handicaps in question. The panel members may not be employees of the school district, county school system or of the SESR. Employees of private schools are also disqualified if the school is being considered for the student's placement. The parents select one panel member, the school district selects another and the two panelists select the third. If the panelists cannot agree, the choice is made by the county superintendent. If the superintendent is part of the hearing, he asks an administrator from another school district to make the selection.
- Either party can appeal the decision of the Fair Hearing Panel to the California state superintendent of public instruction. The parents and local agency may file oral or written appeals at a hearing before the state superintendent or his designee. After the hearing, the person who has heard the case must send a written decision with reasons to both the local agency and the parent.
- Both parties have the right to appeal to a civil court.

Paying for the Master Plan

The switch from categorical programs to the Master Plan is accompanied by increases in state special education allowances. The increases will compensate for increased program costs and inflation over the last 10 years since the categorical formulas were set. They will also be necessary to accommodate the increased number of eligible children who will be served.

Legislation allocates a specific amount of money for each special class, each resource specialist program and each hour of DIS. Funds are allocated on a per pupil basis:

- For nonpublic school services.
- For identification, assessment and instructional planning.
- For management and support services, including administrative services, program evaluation, staff development, instructional equipment and materials.
- For special transportation services.

In addition to determining the formulas for allocating funds for Master Plan implementation, AB 1250 instructs the state superintendent of public instruction to develop a proposal to provide funds "on an equalization basis for capital outlay, including the removal of architectural barriers for individuals with exceptional needs." The superintendent's proposal will help school districts comply with the federal Rehabilitation Act of 1973, which requires schools to make their programs accessible to handicapped persons.

Evaluation Requirements

Each SESR must evaluate the effectiveness of its Master Plan program in an annual report submitted to the state superintendent of public instruction. The state superintendent, in turn, will make a report to the State Board of Education, the Legislature and the governor. Each local report must contain:

- Costs of the Master Plan.
- Pupil performance.
- Number of pupils served by instructional setting (compared with the previous year).
- Changes in the placement of pupils to the least restrictive setting.
- Amount of parental involvement.
- Extent of staff development.
- Degree to which services are provided.
- Degree of interagency coordination.
- Extent that program objectives are met in terms of parent, pupil, teacher and administrator satisfaction.

Local agencies must also tabulate the number of exceptional children by race and ethnic group for the Master Plan categories: physically, communicatively, severely and learning handicapped.

DIS

Here's What DIS Means

Designated instruction and services (DIS) are available to pupils in both regular and special classes in the following areas:

- Language, speech and hearing.
- Audiological services.
- Visually handicapped.
- Orientation and mobility.
- Home and hospital instruction.
- Physical, occupational or other authorized therapy.
- Supplemental instruction and services.
- Adaptive physical education.
- Driver training instruction.
- Services in career preparation, work study and occupational training.
- Psychological services.
- School social work.
- Vision therapy.
- Specially designed physical education.

Six State Schools Provide Specialized Services

California has six residential schools to serve children whose needs are so specialized that they cannot be met by the local school district. They serve the blind, the deaf and the neurologically handicapped. Serving California residents ages 3 to 21 years free of charge, the schools are supported by the state as a specialized part of the public school system.

All six schools will continue to serve the same functions under the Master Plan. In fact, they have been involving parents and implementing individualized education plans—key ingredients of the Master Plan—for some time.

Their goal: to give special training or therapy to minimize the effects of the handicaps and to enable children to return to their local schools as quickly as possible.

California School for the Blind in Berkeley (K-8) serves blind, deaf-blind and multihandicapped children. The elementary program is emphasized. Priority is given to the mastery of communication and mobility skills.

California Schools for the Deaf in Berkeley and Riverside (K-12) serve deaf and multihandicappped children (except deaf-blind). Priority is given to secondary students who need a comprehensive program and to elementary children whose needs cannot be met by the local school.

California Diagnostic Schools for the Neurologically Handicapped are situated in San Francisco, Fresno and Los Angeles. They serve learning disabled, autistic and emotionally disturbed children. Parent and child receive meals and lodging at the school during a five-day evaluation period. The results are discussed with the parents and local school officials, and a joint decision is reached regarding the most appropriate placement for the child.

In addition to the annual reports, the state superintendent must order program and fiscal reviews to be conducted in Master Plan schools.

The California State Department of Education is expected to contract for independent evaluations of the program that measure long-range improvement of academic and nonacademic skills; satisfaction of parents, pupils, teachers and administrators; program effectiveness; and improvement of professional skills among school staff.

Interaction for the Handicapped

One of the Master Plan's primary goals is to end the traditional isolation of handicapped students. AB 1250 expresses this goal as a "program which promotes maximum interaction with the general school population in a manner which is appropriate to the needs of both." The federal Education for All Handicapped Children Act expresses the same philosophy by saying that handicapped children should be educated in the least restrictive environment appropriate to their needs.

Many people fear that "maximum interaction" and "least restrictive educational environment" mean that severely handicapped children will be "dumped" on teachers already struggling to serve the needs of 25 to 30 other children. This is not the intent of either law, since such a situation would not be appropriate to the needs of either handicapped or nonhandicapped children.

Instead, educators say regular class participation is intended for children who can generally function in the regular class but who need special help for part of the day from a resource specialist or DIS teacher. Although the regular teacher has the child for most of the day, a highly trained specialist is available to work with the child on the child's greatest needs.

A number of California schools have been piloting the Master Plan since 1974. In these districts, some children have been moved from special to regular classes. Significantly, however, many who have been assigned to the resource specialist program were *already* enrolled in regular classes. Instead of adding to the burden of the regular teacher, the resource specialist program often brings help to students who traditionally have required much of the classroom teacher's attention.

Although placing handicapped children in regular classes can be successful, it is seldom easy. Directors in several pilot programs have found that training and additional help must be provided to the regular teacher if regular class placement for the handicapped is to be a success. Such training, however, should not be limited to the teacher; even the youngest nonspecial education students can be helped to understand and welcome a handicapped child to the classroom.

Education from Cradle to Adulthood

The Master Plan supports the concept of early childhood education by requiring that special education services be provided to certain children by age 3 and by encouraging educational agencies to provide help to even younger children.

RLAs must serve children between the ages of 3 and 4 years - 9 months who need intensive special education services. Such children are eligible for special classes, state schools, nonpublic schools and designated instruction.

At the option of the local agency and with the approval

of the State Board of Education, programs also may be offered for children below age 3 who are profoundly handicapped or whose physical, emotional or intellectual development is seriously delayed.

Children above 4 years - 9 months are eligible for kindergarten and the full range of special education services.

The preschool and infant programs fill the public schooling gap for children who need therapy and educational services before kindergarten age. The rationale for early special education is that the effects of a handicap can be minimized by reaching a child at a younger age. For example, it is important for deaf children to learn to communicate at the same age that most other children begin talking and understanding words. Children learn language when very young at a faster rate than at any other time in their lives. If deaf children do not receive special help during these critical early years, they start school several years behind in vocabulary. Catching up is extremely difficult because the time for rapid language learning has passed. Similar principles of development apply to other physical and mental abilities.

Just as the special needs of preschoolers are recognized, the Master Plan accommodates students who need special services beyond age 18. Assembly Bill 1250 requires SESRs to serve 19 to 21 year-olds who meet the following two criteria:

- They were enrolled or eligible for special education before their 19th birthday.
- They have not completed their prescribed education program.

By serving preschool, school-aged and postschool-aged individuals, the Master Plan provides exceptional individuals with the maximum opportunity to receive a meaningful public education.

Ingredients of the Local Plan

Procedures to carry out each of the Master Plan's provisions—from individualized education to the appeals process—must be spelled out in each local comprehensive plan. In addition to the key provisions previously described, the comprehensive plan must:

- Provide for development of a special education curriculum.
- Specify how the superintendent of each participating district will be involved in the policy

Preparing Children For an Exceptional Classmate

With adequate preparation and the right perspective, children can be warm and understanding rather than hostile and cruel to an exceptional child in the regular classroom. In *Please Know Me as I Am: A Guide to Helping Children Understand the Child with Special Needs*, Margaret Cleary suggests the following activities:

- Give children a frustrating experience to simulate a handicap, such as wearing a blindfold, writing while looking in a mirror or watching a movie with the sound turned off at intervals.
- Stage role-play situations that portray a child who is different as being teased; have participants discuss their feelings.
- Take field trips to centers that serve handicapped children.
- Teach children a handicapped skill, such as walking on crutches, reading braille or using a wheelchair.
- Have a guest speaker who is handicapped come to class.
- Prepare a "learning box" with such self-help devices as a hearing aid, an artificial limb, a braille ruler, a weighted spoon and literature or newspaper clippings on the subject.
- Invite a teacher or specialist who works with handicapped children to talk to the class or lead a discussion.
- Suggest that a child take a friend to the resource room so nonhandicapped children can find out what it is like.

Instructional Goals of Special Education

The major instructional goals of special education are similar to those of general education. They are:

- *Communication skills*—to assist pupils in acquiring and using, to the extent of their capacity, the basic communication skills which will benefit the individual and society.
- *Information*—to assist pupils in learning how to obtain and use information.
- *Physical development*—to assist pupils in developing physically to the extent of their abilities.
- *Personal values*—to assist pupils in reaching and maintaining their mental and emotional potential and to establish acceptable moral and ethical standards.
- *Occupational preparation*—to assist pupils in preparing for careers, ranging from working at home to full-time employment.
- *Problem solving*—to assist pupils in solving problems inherent to living in a complex and changing world.
- *Social values*—to assist the total education community in accepting the responsibility for preparing itself for maximum acceptance of children with a wider range of individual differences than may have been present during the past few years. The result will be that normal pupils will have greater understanding of individual differences and all persons will be better prepared to live in a world of infinite variety.
- *Development of intellectual potential*—to assist and promote the intellectual development of all exceptional individuals.

and decision-making process.

- Specify how each district special education administrator will coordinate administration within the SESR.
- Describe how psychological and health services will be provided.
- Provide opportunities for physical education.
- Provide for individualized career and vocational development, with emphasis on vocational training at the secondary level.
- Provide for seeking out all individuals with exceptional needs from birth through age 21 who live in the area served by the plan, including preschool and other children not enrolled in school programs.
- Provide for continuing staff development for regular and special education teachers, administrators, volunteers and other staff.

Community Advisory Committee

Each SESR must establish a community advisory committee to assist in the development of the local comprehensive plan and provide advice and support to the administration. Parents must compose a majority of the committee, including parents of handicapped and nonhandicapped children. The committee must also include special education students, regular and special education teachers, other school personnel, representatives of other public and private agencies and persons interested in the needs of exceptional individuals.

Each local comprehensive plan must specify the selection procedure for committee members and the duties of the committee. In addition to advising the RLA in the development of the plan, the committee should encourage public involvement in the plan's development, assist in parent education and help review programs.

Staff Training

A smooth and successful transition to the Master Plan depends on adequate inservice training for all persons involved in the implementation: regular and special education teachers, paraprofessionals, principals, parents and the specialists who participate in the SAT and EAS.

Assembly Bill 1250 requires the training of school personnel to identify pupils with exceptional needs. Parent education is the responsibility of community advisory committees (CACs), which are discussed later in this report.

Inservice training for all instructional staff should be designed and implemented by a group that includes classroom teachers, the principal and other school employees. Classroom teachers should constitute a majority of the group. The training should include a diversity of activities, and it should be regularly scheduled during the year. The content should be evaluated and modified on a continuing basis.

APPENDIX B
GLOSSARY

Glossary of Special Education Initials and Terms

Area Resource Teacher (ART)

A special education teacher with advanced training who advises special class, resource specialist and DIS teachers; coordinates curricula; and helps to administer the special education programs, generally.

Communicatively Handicapped (CH)

A new reporting classification which includes deaf, deaf and blind, severely hard of hearing, severely language handicapped, aphasic, and language and speech handicapped.

Community Advisory Committee (CAC)

A group of parents, community members, and school staff that responds to the concerns of parents, serves as an advocate in assuring the best special education program for children and assists in parent education. It advises the district in the development, implementation and evaluation of the comprehensive plan.

Comprehensive Plan for Special Education (CPSE)

The local district plan for special education that describes how the district will provide better and more coordinated services to individuals with exceptional needs through the Master Plan.

Designated Instruction and Services (DIS)

Designated Instruction and Services are provided by certificated and non-certificated Specialists and are of a specific nature not usually taught by regular class, special class or resource specialist teachers. The services are made available to exceptional children on the basis of individual need.

Due Process

Procedures which protect parent and pupil rights and assure their active participation in placements and in planning individual educational programs.

Educational Assessment Service (EAS)

The second level of assessment service operated on a district-wide basis for individuals with more intensive needs. A team of specialists design written instructional plans and may recommend placements away from the pupil's home school in a disgnostic class, a special class or center, or in state or nonpublic school programs.

Individualized Education Program (IEP)

A plan that describes the child's current abilities, sets annual goals and learning objectives, and describes the educational services needed to meet these goals and objectives.

Individuals With Exceptional Needs

The term used in the Master Plan for children who require special instruction and services because their educational needs cannot be met by regular classroom teachers with modification of the regular program, and who will benefit from special instruction and/or services. The term "Individuals with exceptional needs" has four subclassifications to be used only for data collecting and reporting purposes. They are as follows:

(1) Learning Handicapped (LH).
(2) Communicatively Handicapped (CH).
(3) Physically Handicapped (PH).
(4) Severely Handicapped (SH).

Learning Development Class (LDC)

San Juan's term for a special day class that offers instruction to students for a majority of the school day on a self-contained or partially integrated basis. Experienced special education teachers develop specific skills appropriate to each student's individual needs and prepare students for successful integration and possible return to regular classes.

Learning Handicapped (LH)

A new reporting classification which includes the classifications of educationally retarded, learning disabilities, and behavior disorders.

Least Restrictive Environment

A legal requirement that individuals with exceptional needs be educated alongside nonhandicapped peers to the maximum extent appropriate to their needs. All special education programs promote maximum interaction with the regular school program when it is both beneficial to that pupil and to pupils in the regular classroom.

Management Information System (MIS)

A computerized system designed to collect, store, and retrieve information necessary for the analysis and evaluation of special education program.

Master Plan

The California Master Plan for Special Education, approved in 1974, established a comprehensive system for delivering special education services to exceptional children. Under the provisions of Assembly Bill 1250, the Master Plan is being implemented statewide.

Physically Handicapped (PH)

A new reporting classification which includes the former classifications of blind and partially seeing, orthopedically handicapped, drug dependency, pregnancy, and other health impairments.

Responsible Local Agency (RLA)

The school district or office of the county superintendent of schools designated in the local Comprehensive Plan for Special Education as the agent responsible for coordination of the plan. Seventeen responsible local agencies (RLAs) are currently implementing local plans for special education.

Resource Specialist Program (RSP)

Instructional planning, individual and small group instruction, tutorial assistance and other services are provided to individuals with exceptional needs from regular classrooms by a teacher with advanced training in special education. Assistance to teachers in regular classrooms is also provided through this program.

Resource Specialist Teacher

A teacher with advanced training in special education serves a site school as a resource to regular teachers with exceptional students in their classrooms, serves as a member of the School Appraisal Team, and works directly with students with exceptional needs. The students served by the resource specialist are able to take part in the regular program for the majority of the school day.

School Appraisal Team (SAT)

A local school team which includes the school principal or other administrator, teachers or specialists who can help the student, the parents and others as necessary. The SAT group determines the educational needs and the individualized education program for students who will receive services in the resource specialist program and/or from designated instruction and services.

Severely Handicapped (SH)

A new reporting classification which includes the classifications of developmentally handicapped, trainable mentally retarded, autistic, and seriously emotionally disturbed.

Special Education

Programs or services designed to meet the special educational requirements of individuals with exceptional needs.

GUIDE TO SPECIAL EDUCATION PROGRAM EVALUATION

Local plans for the continuous evaluation of the effectiveness of special education programs shall be developed and shall include both state and local components.

The state program evaluation component shall include procedures for gathering the following types of information and for submitting annual reports.

1. Descriptive data about program implementation and outcomes
    a. Staff deployment by position and pupil handicap classification
    b. Professional development needs
    c. Pupil performance
    d. Placement of pupils in least restrictive environments
    e. Degree to which services identified in individualized education programs are provided
    f. Parent, pupil, teacher and administrator satisfaction with services and process provided
2. Statistical data
    a. Pupils by classification and age
    b. Placements of pupils and program transfers (February to February)
    c. Racial and ethnic distributions
3. Fiscal information
    a. Program costs
    b. Services provided, time and cost

The local program evaluation component shall include specifications about the additional types of information listed below.

4. Annual evaluation plan for local management needs
    a. Identification of responsible evaluator(s)
    b. Data collection forms and procedures with timelines
    c. Data analysis and aggregation
    d. Data reporting and dissemination timelines
    e. Budget for evaluation
    f. Revisions to annual evaluation plan
5. Participation of involved persons in the evaluation process (specify activities and extent of involvement)
    a. Regular and special education teachers
    b. Regular and special education administrators
    c. Other school staff
    d. Parents
6. An evaluation of staff development programs by participating school personnel (with the aid of outside personnel as necessary)
    a. Procedures for evaluation and modification on a continuing basis
    b. Timeline
7. Participation of the specialized area program specialist(s) in assessing program effectiveness
    a. Identify program(s)
    b. Methods or procedures for evaluation

Evaluation in AB 1250.

The following excerpts from Assembly Bill No. 1250 (1977) include most of the references to program evaluation.

56301(i) - Continuous evaluation of the effectiveness of these special education programs by the responsible local agency shall be made to insure the highest quality educational offerings.

56330(k) - (Local comprehensive plans shall ...)
Include a state program evaluation component and procedures as set forth in Article 4 (commencing with Section 56350) of this chapter, and a local program evaluation component which shall provide for the annual evaluation of the program. Regular and special education teachers, administrators, other school staff, and parents shall participate in the local program evaluation process.

56332(b,2) - (Supportive components in plan shall include ...)
Management and support services including program evaluation and staff development programs as defined by the board.

56332.5(e) - (Staff development programs shall ...)
Be evaluated and modified on a continuing basis by participating school personnel with the aid of outside personnel as necessary.

56335(b) - The program specialist shall...assess program effectiveness in, the programs for individuals with exceptional needs. The program specialist shall also participate in each school's staff development, research program development and innovation of special methods and approaches.

56350 - Each responsible local agency shall submit to the superintendent at least annually a report in a form and manner prescribed by the superintendent. Such reports shall include that information necessary for the superintendent to carry out his or her responsibilities described in Section 56351 and such other statistical data, program descriptions, and fiscal information as the superintendent may require

56351 - In accordance with a program evaluation plan adopted pursuant to subdivision (e) of Section 56310, the superintendent shall submit to the board, the Legislature, and the Governor, an annual evaluation of the special education programs implemented under this chapter. This evaluation shall: ...

(c) Include, but not be limited to:
(1) Descriptive information, including but not limited to:
(A) Program costs.
(B) Pupils by classifications.
(C) Placement of pupil in least restrictive environments.
(D) Pupils transferred.
(E) Racial and ethnic distribution.

(2) Program implementation and outcome data, including but not limited to:
(A) Pupil performance.
(B) Placement of pupils in least restrictive environments.
(C) Degree to which services identified in individualized education programs are provided.
(D) Parent, pupil, teacher and administrator satisfaction with services and process provided.

(d) In addition, the superintendent shall conduct special, in-depth studies of particular issues as identified in the annual program evaluation plan submitted to the board pursuant to subdivision (e) of Section 56310.

56352 - The annual reports required under Sections 56350 and 56351 shall also identify the numbers of individuals with exceptional needs, their racial and ethnic data, and the special education programs provided in the following classifications:

(a) Communicatively handicapped.
(b) Physically handicapped.
(c) Learning handicapped.
(d) Severely handicapped.

56360(g) - For management and support services, the sum of seventy-five dollars ($75) per pupil enrolled in special education services including public and nonpublic school services under this chapter, which shall be budgeted for administrative services, program evaluation, staff development services, and instructional equipment and materials.

The independent evaluation section, 56355, is not included in the sections quoted above as it is not a local evaluation plan component.

Program and fiscal <u>reviews</u> are distinct from <u>evaluation</u> requirements.

56354 - The superintendent shall provide for onsite program and fiscal reviews of the implementation of plans approved under this chapter. In performing such reviews and audits, the superintendent may utilize the services of persons outside of the department chosen for their knowledge of special education programs. Each responsible local agency shall receive at least one review during the period of approval of its local comprehensive plan for special education.

NCE:vs
SEE 78-038(r)
11/2/78

A COMPARISON OF EVALUATION INTERESTS

DISTRICT: SPECIAL EDUCATION GOALS	STATE: AB 1250 EVALUATION	FEDERAL: P.L. 94-142 EVALUATION
	STUDENTS WITH EXCEPTIONAL NEEDS	
• Serve all special education students--criteria to: - Identify those with exceptional needs - Place in appropriate program - Place in least restrictive environment	- Classification of pupils - Racial/ethnic distribution - Program settings - Placement in least restrictive environment	• Are the intended beneficiaries being served? - Definition/criteria • Where are services being given? - Program settings - Appropriateness - Least restrictive?
	INSTRUCTION AND SERVICES	
• Improve instructional programs - Program management of services including DIS - Achievement of IEPs	- Degree to which services identified in IEPs are being implemented - Pupil performance (object. achieve.) - Pupil attitudes toward self, school, others, interpersonal relationships	• What services are being provided? - IEP (intensity, duration of services, personnel)
• Promote district goals - Math - Writing - Discipline - Educational options	- Administrator & pupil satisfaction with services and process provided	
	TEACHER INSERVICE & PARENT EDUCATION	
• Expand teacher inservice and parent education - Teacher/parent satisfaction	- Improvement of professional skills - Parental involvement - Teacher/parent satisfaction with services and process provided	• Staff training • Meeting law (due process, prep of IEP) - Effect (client satisfaction)
	PROGRAM IMPLEMENTATION	
• Evaluate personnel • Program administration		• Administration - Interagency coordination - Data collection and aggregation • Consequences of implementation - Administrative (time, col. bargain) - Financial (adm. costs vs. direct services) - Participants (attitudes of non-handicapped toward handicapped) - Problems (change over time)
	- Program costs - Classroom characteristics (staff-pupil ratios, class composition)	

APPENDIX D

STATE REPORTS

California State Department of Education
Office of Special Education
Form 794-000 (2/79).

SPECIAL EDUCATION PUPIL COUNT AND STAFF DATA, FEBRUARY 1979

Age Group: (Circle Appropriate Number)	
(1)	(3- 5 years)
2	(6-17 years)
3	(18-21 years)

County - District Code: 3 4 6 7 4 4 7

Name of NLA: San Juan Unifled School Distric

SECTION I: PUPIL COUNT BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS AND SERVICES

Instructional settings	Services*	Line number	Communicatively handicapped					Physically handicapped						Learning handicapped			Severely handicapped				total
			DEA (1)	DBL (2)	HOH (3)	APH (4)	LAS (5)	BLI (6)	PS (7)	ORT (8)	PM (9)	DDH (10)	OHI (11)	LD (12)	ER (13)	BD (14)	TMR (15)	SED (16)	OH (17)	AUT (18)	(19)
Regular Class with DIS	+ Other Services + RS, RPE	01	1		2	4	148							3							158
	+ Other Services - RS, RPE	02	1											1					4	1	7
	Need Add'l Services	03																			0
Resource Specialist Program (RSP)	Only RSP	04												1							1
	+ Other Services + RS, RPE	05												3							3
	+ Other Services - RS, RPE	06																			0
	Need Add'l Services	07																			0
Special Class Including Integrated Classes (SC)	Only SC	08	4		3	9	3							3			8		5	1	36
	+ Other Services + RS, RPE	09	9		3	1	1			3				7			0		4		28
	+ Other Services - RS, RPE	10				1													1		2
	Need Add'l Services	11																			0
Home or Hospital Instruction (HHI)	Only HHI	12											1								1
	+ Other Services + RS, RPE	13																			
	+ Other Services - RS, RPE	14																			
	Need Add'l Services	15																			
Nonpublic School Under Master Plan (NPS)	Only NPS	16																			
	+ Other Services + RS, RPE	17																			
	+ Other Services - RS, RPE	18																			
	Need Add'l Services	19																			
			15		8	15	152			3			1	18			8		14	2	236

* RS = Remedial Speech
RPE = Remedial Physical Education
+ = and
- = not

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*APPENDIX D STATE REPORTS

California State Department of Education
Office of Special Education
Form 796-000 (2/79)

SPECIAL EDUCATION PUPIL COUNT AND STAFF DATA, FEBRUARY 1979

Age Group: (Circle Appropriate Number)	
1	(3- 5 years)
(2)	(6-17 years)
3	(18-21 years)

County - District Code: 3 4 6 7 4 4 7

Name of RLA: San Juan Unified School District

SECTION I: PUPIL COUNT BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS AND SERVICES

Instructional settings	Services*	Line number	Communicatively handicapped					Physically handicapped						Learning handicapped			Severely handicapped				Total
			DEA (1)	DBL (2)	HOH (3)	APH (4)	LAS (5)	ELI (6)	PS (7)	ORT (8)	PM (9)	DDH (10)	OHI (11)	LD (12)	ER (13)	BD (14)	THR (15)	SED (16)	UH (17)	AUT (18)	(19)
Regular Class with DIS	+ Other Services + RS, RPE	01	1		4	12	718	1	4	40			342	53	1		1	1			1,178
	+ Other Services - RS, RPE	02	5		2		6	4	5	3			29	98		27		2	16		197
	Need Add'l Services	03								4			4	8		2					18
Resource Specialist Program (RSP)	Only RSP	04			1		15		1	4			9	208		22			1		1,261
	+ Other Services + RS, RPE	05			2		20	1	1	5			14	277		1					321
	+ Other Services - RS, RPE	06							1	2			1	104		10					118
	Need Add'l Services	07								1				9							10
Special Class Including Integrated Classes (SC)	Only SC	08	4		4	50	10			5			1	348	12	20	13	16	34	1	518
	+ Other Services + RS, RPE	09	43		26	7	10		2	18			13	203	35	9	92	5	13		476
	+ Other Services - RS, RPE	10	1			1	2			4			2	67	3	7	1	6	13		107
	Need Add'l Services	11								1				7		2					10
Home or Hospital Instruction (HHI)	Only HHI	12	1							3		1	57	2		1		1			66
	+ Other Services + RS, RPE	13											6	2							8
	+ Other Services - RS, RPE	14		1						1			1			1					4
	Need Add'l Services	15																			0
Nonpublic School Under Master Plan (NPS)	Only NPS	16												2		1		5			8
	+ Other Services + RS, RPE	17																			0
	+ Other Services - RS, RPE	18												1		2					3
	Need Add'l Services	19												1							1
			55	1	39	70	781	6	14	85	0	1	475	2365	51		107	36	77	1	4,265

* RS = Remedial Speech
RPE = Remedial Physical Education
+ = and
- = not

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California State Department of Education
Office of Special Education
Form 796-000 (2/79)

SPECIAL EDUCATION PUPIL COUNT AND STAFF DATA, FEBRUARY 1979

Age Group: (Circle Appropriate Number)	
No funding under age 3	
1	(3- 5 years)
2	(6-17 years)
(3)	(18-21 years)

County - District Code: 3 4 6 7 4 4 7

Name of NLA: San Juan Unified School District

SECTION I: PUPIL COUNT BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS AND SERVICES

Instructional settings	Services*	Line number	Communicatively handicapped					Physically handicapped						Learning handicapped			Severely handicapped				Total
			DEA (1)	DBL (2)	HOH (3)	APH (4)	LAS (5)	BLI (6)	PS (7)	ORT (8)	PM (9)	DDH (10)	OHI (11)	LD (12)	ER (13)	BD (14)	TMR (15)	SED (16)	EH (17)	AUT (18)	(19)
Regular Class with DIS	+ Other Services + RS, RPE	01					6			2			19								27
	+ Other Services - RS, RPE	02			1				1				9	34		3	1		2	1	52
	Need Add'l Services	03											1								1
Resource Specialist Program (RSP)	Only RSP	04											1	26							27
	+ Other Services + RS, RPE	05								3				8							11
	+ Other Services - RS, RPE	06												9							9
	Need Add'l Services	07																			
Special Class Including Integrated Classes (SC)	Only SC	08	1			2				4				6		1			11		25
	+ Other Services + RS, RPE	09	4			3			1	3			4	10	4		37		3	1	70
	+ Other Services - RS, RPE	10	1											5			4	2	1		13
	Need Add'l Services	11														1					1
Home or Hospital Instruction (HHI)	Only HHI	12											5								5
	+ Other Services + RS, RPE	13																			
	+ Other Services - RS, RPE	14												1							1
	Need Add'l Services	15																			
Nonpublic School Under Master Plan (NPS)	Only NPS	16																			
	+ Other Services + RS, RPE	17																			
	+ Other Services - RS, RPE	18																			
	Need Add'l Services	19																			
			6		1	5	6		2	12	0	0	38	99	4	4	42	2	17	2	240

* RS = Remedial Speech
RPE = Remedial Physical Education
+ = and
- = not

California State Department of Education
Office of Special Education
Form 794-000 (2/79)

SPECIAL EDUCATION PUPIL COUNT AND STAFF DATA, FEBRUARY 1979

County - District Code						
3	4	6	7	4	4	7

Name of RLA: San Juan Unified School District

SECTION II: REPORT OF UNSERVED INDIVIDUALS

Category of handicap	Line number	Ages 3-5 (1)	Ages 6-17 (2)	Ages 18-21 (3)	Total (4)
Pregnant minors	01	-	-	-	0
Drug dependent minors	02	-	-	-	0
Language and speech	03	-	-	-	0
Other health-impaired	04	-	-	-	0
Partially seeing	05	-	-	-	0
Learning disability (EH)	06	-	-	-	0
Severely hard of hearing	07	-	-	-	0
Severe language handicap, including aphasic	08	-	-	-	0
Orthopedically handicapped	09	-	-	-	0
Educationally retarded (EMR)	10	-	-	-	0
Behavior disorders (EH)	11	-	-	-	0
Deaf	12	-	-	-	0
Blind	13	-	-	-	0
Trainable mentally retarded	14	-	-	-	0
Seriously emotionally disturbed (EH)	15	-	-	-	0
Developmentally handicapped	16	-	-	-	0
Autistic	17	-	-	-	0
Deaf-blind	18	-	-	-	0
TOTAL	19	-	-	-	0

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SPECIAL EDUCATION PUPIL COUNT AND
STAFF DATA, FEBRUARY 1979

County - District Code: 3 4 6 7 4 4 7

Name of RLA: San Juan Unified School District

SECTION III: FLOW OF SPECIAL EDUCATION PUPILS BETWEEN FEBRUARY 1, 1978 AND FEBRUARY 1, 1979

FROM / TO	Line number	Regular class with DIS (1)	Resource specialist program (RSP) (2)	Special class including integrated classes (SC) (3)	Home or hospital instruction (HHI) (4)	Nonpublic schools under master plan (NPS) (5)	Regular class (6)	Graduation/ dropout/death (7)	Transfer out of LEA (8)
Regular class with DIS	1	636	83	44	4	3	511	307	153
Resource specialist program (RSP)	2	73	975	69	9	1	262	80	137
Special class including integrated classes (SC)	3	73	104	809	4	1	119	49	121
Home or hospital instruction (HHI)	4	4	6	5	2		53	1	1
Nonpublic schools under Master Plan (NPS)	5	2	1	3		2	2	5	6
New students	6	831	582	345	66	4	313	218	182
Students who were previously in special education	7								
TOTALS		1,619	1,751	1,275	85	11	1,260	660	600

Total Served Previous Year	4,720
Total Served This Year	4,741
Total Students Out	2,520
Total New Students	2,541

California State Department of Education
Office of Special Education
Form 796-000 (2/79)

SPECIAL EDUCATION PUPIL COUNT AND
STAFF DATA, FEBRUARY 1979

County - District Code: 3 4 6 7 4 4 7

Name of RLA: San Juan Unified School District

SECTION IV: NUMBER OF PERSONNEL EMPLOYED IN 1978-79

Personnel	Total	(1) Pregnant minors	(2) Drug dependent minors	(3) Language and speech disorders	(4) Other health impaired	(5) Partially seeing	(6) Learning disability (EH)	(7) Severely hard of hearing	(8) Severely language handicapped, including asphasic	(9) Orthopedically handicapped	(10) Educationally retarded (EMR)	(11) Behavior disorders (EH)	(12) Deaf	(13) Blind	(14) Trainable mentally retarded	(15) Seriously emotionally disturbed (EH)	(16) Developmentally handicapped (DCH)	(17) Autistic	(18) Deaf-blind	Line number
1. Special class teachers	*130.2						66	4.2	9	5.2			10.3		16	3	11.5			1
2. Resource room teachers	78.0						76.5					1.5								2
3. Itinerant/consulting teachers	10.0	2.0					2.0					1.0	1.0	2.0			2.0			3
4. Psychologist	13.8																			
5. School social workers	0																			
6. Audiologists	.5																			
7. Occupational therapists	5.0																			
8. Home-hospital teachers	10.5																			
9. Speech pathologists	33.6																			
10. Teacher aides	224.0																			
11. Vocational education teachers	0																			
12. Work study coordinators	2.0																			
13. Physical education teachers	12.8																			
14. Recreation therapists	0																			
15. Diagnostic staff	2.0																			
16. Supervisors	2.0																			
	13.5																			

*Includes 5.2 FTE Summer school classes

**Transcribers	2.0
Readers	2.0
Special Ed Dr. Training	.5
Note Takers/Interp.	3.0
Mobility	.5
Directors	.75
Program Specialists	3.0
Area Resource Teachers	10.0
Dept. Chair (Speech)	1.0
Media Specialists	3.5
Evaluation Specialist	1.0
Clerical	15.1
	42.35

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California State Department of Education
Office of Special Education
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SPECIAL EDUCATION PUPIL COUNT AND STAFF DATA, FEBRUARY 1979

County - District Code: 3 4 6 7 4 4 7

Name of RLA: San Juan Unified School District

SECTION V: PROFESSIONAL DEVELOPMENT NEEDS, 1979-80

Categories of personnel to receive training / Areas of training needed	Line number	Diagnostic procedures	Instructional procedures	Implementation of PL 94-142	Individualized educational programs	Least restrictive environment	Procedural safeguard (Changes Title 5)	Use of surrogates	Priorities--served--unserved	Nondiscriminatory testing	Culturally appropriate assessment	Vocational/career education	Parent participation, rights, involvement
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Regular class teachers	01	100	300		100							100	100
Special class teachers	02		139	139	139		139			139	139	139	
Resource room teachers	03		77	77	77		77			77	77	77	
Itinerant/consulting teachers	04	9	9	9	9					9	9		
Home-hospital teachers	05		3		3								3
Physical education teachers	06	10	10		10								
Vocational education teachers	07												
Teacher aide	08		200									100	
Work study coodinators	09		5		5							5	
Recreation therapist	10												
Occupational therapists	11												
Speech pathologists	12		36	36	36					36	36		
Audiologists	13												
Diagnostic staff	14												
Psychologists	15	20		20	20		20			20	20		
School social workers	16												
Parents of handicapped children	17			1000	1000	1000	1000	1000		1000	1000	100	1000
Surrogates	18												
Volunteers	19												
Hearing officers	20												
Supervisors	21			10			10			10	10	10	10
Administrators	22			10	60	50	60			10	10		90
Nurses	23				4								4
Other noninstructional staff	24												
TOTALS		139	779		1463	1050	1306	1000			1292	540	1207

California State Department of Education
Office of Special Education
Form 794-000 (2/79)

SPECIAL EDUCATION PUPIL COUNT AND
STAFF DATA, FEBRUARY 1979

County - District Code: 3 4 6 7 4 4 7

Name of SLA: San Juan Unified School District

SECTION VI: ETHNIC REPRESENTATION OF PUPILS

Categories of handicap / Ethnic Representation	Line number	American Indian or Alaskan Native (1)	Asian or Pacific Islander (2)	Filipino (3)	Black, not of Hispanic origin (4)	Hispanic (5)	White, not of Hispanic origin (6)	Totals (7)
Communicatively handicapped	1	7	37	1	31	48	1,030	1,154
Physically handicapped	2	5	10	1	5	14	602	637
Learning handicapped	3	27	26	5	49	106	2.429	2,642
Severely handicapped	4	3	4	1	9	20	271	308
TOTALS	5	42	77	8	94	188	4,332	4,741

SAN JUAN UNIFIED SCHOOL DISTRICT

Department of Special Education

* * *

CRITERIA HANDBOOK

FOR SPECIAL EDUCATION SERVICES

* * *

Developed by Criteria Task Teams

Recommended by Criteria Steering Committee

* * *

Presented for use during 1979-80.

Revised August, 1979

INTRODUCTION TO

CRITERIA FOR SPEICAL EDUCATION SERVICES

Not all students who experience difficulties in school need special education for many times they can be helped through modifications of the regular school program. Only individuals whose special education needs cannot be met by the regular classroom teacher with modification of the regular school program are eligible for special education services.

Criteria for determining eligibility for certain special education services have been developed by local regular and special educators and parents in response to the concerns of those taking part in placement meetings. These criteria will assist the School Appraisal Team (SAT) or Educational Assessment Service (EAS) members to identify those students who qualify for special education service and to dismiss those students who no longer require special education help. The results of assessments such as classroom observations, school records, medical reports, diagnostic testing and information from parents are used to determine eligibility as well as the most appropriate educational placement and service for each student.

San Juan has recognized the need for practical criteria which could be applied throughout the district in identifying students with special education needs. In the absence of state guidelines for identification of special education students, San Juan (and other Master Plan RLAs) began efforts to draft acceptable criteria in the spring of 1978. The 1978-79 San Juan criteria have been further revised and expanded for district use in 1979-80. Although state criteria guidelines have yet to be adopted, current state drafts have been reviewed and incorporated in the development of the San Juan criteria.

Criteria have been developed for most services which are now being provided for special education students. Criteria for the remaining services including learning development classes and DIS services for physically handicapped students will be developed during the 1979-80 school year. Your special education management staff or area resource teachers can be of assistance if you have questions regarding the eligibility or exit criteria.

CRITERIA GUIDE

Program/Handicap	Page
Resource Specialist Program:	
• Learning Handicapped	4
• Communicatively Handicapped	11
Learning Development Class:	
• Learning Handicapped	6
• Communicatively Handicapped	9
• Severely Handicapped	12
Designated Instruction and Services	
• Language and Speech	8
• Adaptive Physical Education	16
• Counseling	17
Suggestions for Modification of the Regular School Program:	
• Intermediate and High School	18
• Elementary	19

CRITERIA FOR SERVICES: LEARNING HANDICAPPED

Students with exceptional needs are eligible for services to the learning handicapped when they demonstrate significant disabilities affecting their educational performance. They may be placed in one of the following district programs depending upon the extent and severity of their needs.

PLACEMENT IN RESOURCE SPECIALIST PROGRAM
(Learning Handicapped)

Eligibility Criteria

A student is eligible for placement by the School Appraisal Team/ Educational Assessment Service (SAT/EAS) in a Resource Specialist Program (RSP) when all of the following criteria (A, B, C and D) are met:

A. Modifications have been made within the regular program and have been unsuccessful. (Suggestions for modifications are in the Criteria Handbook.)

B. The student has achievement lags that are related to a learning disability in two of the following areas:

1. Reading Recognition
2. Reading Comprehension
3. Mathematics Reasoning
4. Mathematics Calculation
5. Spelling
6. Written Expression
7. Oral Expression
8. Listening Comprehension

(a) The first achievement lag must be in one of the first four areas, 1-4. Lags in areas 1-4 are shown by achievement at or below the 10th percentile (1.25 standard deviations below expected achievement, based upon chronological age or ability).

(b) The second achievement lag may be in any area, 1-8. Lags in areas 5-8 are demonstrated when a pre-school to grade six student is 2 years below, or a grade seven to twelve student is 3 years below, the expected achievement level, based upon chronological age or ability.

All areas of the Wide Range Achievement Test (WRAT) must be given to all candidates. For areas 1-5, if the WRAT results and classroom observation agree (see C, following), no further testing is required. If the WRAT results and/or observation are inconclusive, supplementary standardized tests should be administered in the areas of reading, mathematics and/or spelling. Diagnostic tests and work samples chosen by the teacher or specialist may be used to measure achievement lag in written expression (area 6). Diagnostic tests used by speech and language therapists may be used to measure the achievement lag in oral expression and listening comprehension (areas 7 and 8).

C. The required observation of the student's academic performance in the regular classroom setting supports the measured academic achievement. (If the observed classroom performance conflicts with the results of standardized tests, supplementary tests should be administered.)

D. The learning handicap of the student includes one or more of the following disabilities:

1. Perceptual motor (auditory, visual or haptic processing)
2. Sensory motor (fine or large muscle)
3. Memory (auditory, visual, haptic)
4. Thinking (association, conception and expression)
5. Attention

Ineligibility Criteria

Students are not eligible for RSP service when they are:

- of preschool or kindergarten age.
- in grades 1-3 if only academic need is reading.
- achieving within the instructional range of the assigned classroom.

Exit Criteria

A student shall be dismissed by the School Appraisal Team from the Resource Specialist Program if the student's educational needs can be met by the regular classroom program, with modifications when appropriate.

Referral to the EAS

A student shall be referred to the EAS:

- for consideration for other special education services if he/she demonstrates an achievement lag in more than two learning needs, and cannot function in the regular school program for a majority of the school day; or
- when the student exhibits an unwillingness to participate in program after a designated trial period, established by the SAT; or
- when the student fails to attend the RSP at least 85% of the time (15% absences) despite reasonable efforts by the resource specialist teacher to foster improved attendance; or
- when a student is not achieving the individualized educational program (IEP) objectives despite reasonable modifications by the resource specialist teacher.

When a student's reported academic achievement is below grade level but does not meet RSP criteria for admission and the student's demonstrated ability appears to be superior, a referral to the EAS for psychological evaluation may be made. If the psychological evaluation verifies a significant discrepancy (2 standard deviations) between achievement and ability in two learning areas, and a learning disability is diagnosed, placement in the resource specialist program may be made.

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Learning Handicapped)

Eligibility Criteria

A student is eligible for placement by the Educational Assessment Service (EAS) in a Learning Development Class (LDC) for Learning Handicapped (LH) when all of the following criteria (A, B, C, and D) are met:

A. The student is at or below the 7th percentile (1.5 standard deviations below expected achievement, based upon chronological age or ability) in two of the following areas:

1. Reading Recognition
2. Reading Comprehension
3. Mathematics Reasoning
4. Mathematics Calculation

All areas of the Wide Range Achievement Test (WRAT) must be given to all candidates. Supplementary standardized tests with known means and standard deviations should be used to establish the achievement lag in reading and mathematics if the WRAT results and/or classroom observation (see C below) are inconclusive.

B. The kindergarten to grade six student is 2 years below, and the grade seven to twelve student is 3 years below, the expected achievement level (based upon chronological age or ability) in one or more of these additional areas:

1. Spelling
2. Written Expression
3. Oral Expression
4. Listening Comprehension

A standardized test with known means and standard deviations must be used to measure the achievement lag in spelling. Diagnostic tests and work samples chosen by the teacher or specialists may be used to measure achievement lag in written expression. Diagnostic tests used by speech and language therapists may be used to measure the achievement lag in oral expression and listening comprehension.

A third area may be taken from criteria A in place of the criteria B areas.

C. The required observation of the student's academic performance in the regular classroom setting supports the measured academic achievement. (If the observed classroom performance conflicts with the results of standardized tests, supplementary tests should be administered.)

D. The learning handicap of the student includes one or more of the following disabilities:

1. Perceptual motor (auditory, visual or haptic processing)
2. Sensory motor (fine or large muscle)
3. Memory (auditory, visual, haptic)
4. Thinking (association, conception and expression)
5. Attention

Emotional/Behavior/Social Problems

Students who are socially maladjusted, emotionally disturbed or have behavior problems, but have not been identified as seriously emotionally disturbed, may be placed in a special day class (LDC) for the learning handicapped if their academic performance is so adversely affected that they meet eligibility criteria A, B and C.

Educational Retardation

Students who are educationally retarded, as determined by an assessment of health and developmental history, cultural and language background, and adaptive behavior which support individual test scores indicating limited intellectual functioning (IQ range between two and three standard deviations below the norm) may be placed in a special day class (LDC) for the learning handicapped.

Placement in Other Programs and/or Exit Criteria

A student shall be dismissed by the Educational Assessment Service from the LDC/LH Program if the student can achieve satisfactorily in the regular school program for the majority of the school day with--or without--the assistance of the resource specialist teacher.

EAS Review

A student's program placement shall be reviewed if:

- the student fails to attend the LDC Program at least 85% of the time (15% absences), despite reasonable efforts by the EAS to foster improved attendance; or
- the student demonstrates an unwillingness to participate in the recommended program despite reasonable efforts by the EAS to adjust the program to meet the student's objections; or
- the student is not achieving the IEP objectives despite reasonable modifications by the LDC teacher

CRITERIA FOR SERVICES: COMMUNICATIVELY HANDICAPPED

PLACEMENT IN LANGUAGE/SPEECH THERAPY
(Language Handicapped)

Eligibility Criteria

A student may be considered for special education in the areas of language, speech, or hearing therapy when needs in attention, vocabulary, articulation, auditory discrimination, basic concepts, receptive language comprehension, stuttering, or voice cause difficulty receiving or expressing ideas, or prohibit them from efficiently and effectively interacting and responding to their environment. Specific criteria for different age ranges are given below.

A. Students between 3-0 and 4-9 years of age shall be eligible for speech/language therapy alone or in conjunction with a special class whenever the EAS determines that three (3) or more language and speech needs exist.

B. Students between 4-9 and 7-0 years of age shall be determined eligible for speech/language therapy alone or in conjunction with the resource specialist program or special class if a majority of the SAT/EAS finds either of the following:

   1. Four (4) or more error sounds, constituting an articulation need, and/or
   2. Three (3) or more language and speech needs.

C. Students between 7 and 21 years of age shall be eligible for speech/language therapy if an SAT/EAS finds that either of the following causes significant interference with classroom performance:

   1. One or more error sounds, or
   2. One or more language needs.

Exceptions to the above criteria may occur if the SAT or EAS unanimously finds one or more of the following:

A. The student is severely handicapped.

B. The maturational level or motivational level suggests the student could make significant progress.

C. The severity of one or more needs definitely prohibits the student from communicating successfully with members of peer groups and/or threatens social/emotional well being.

Students enrolled in LDC classes shall be eligible only if their language and speech needs cannot be served by the special class teacher or the teacher in conjunction with the speech/language specialist as an advisor, as determined by the EAS.

Exit Criteria

A student shall be dismissed from language, speech, and/or hearing therapy when the SAT or EAS determines that one or more of the following exist:

A. The conditions which qualified the student for eligibility have been remediated.

B. The judgment of the SAT or EAS is that the student is not benefitting from continued special education services after all appropriate alternatives have been attempted.

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Severe Language Handicapped)

Eligibility Criteria

Students at the age of 3 years and until graduation from high school may be considered eligible for placement in the severe language handicapped learning development class if the EAS finds that all of the following conditions exist:

A. Language scores from tests in 2 or more of the following areas administered by a speech/language specialist fall at least two or more standard deviations below the student's intellectual ability as measured by a non-verbal test (see D below):

1. Phonology - articulation of speech sounds to form words
2. Syntax - arrangement of words to form sentences
3. Semantics - interpreting the meaning of words and sentences
4. Morphology - use of word parts such as tenses, plurals, prefixes and suffixes

B. Expressive language contains retrieval problems, delayed, semi-correct and/or pragmatic difficulties, i.e., incomplete or inappropriate responses, to such a degree as to adversely affect listener response.

C. Speech and language needs are judged by the EAS to:

1. Be more severe than other learning needs, and
2. Require more intensive specialized instruction than can be offered in designated instruction and service: speech/language therapy.

D. Non-verbal abilities are within the average range and are at least one standard deviation higher than verbal abilities as measured by individually administered psychological tests.

E. Language disability adversely affects educational performance.

Exceptional Placement

An exception to these criteria may be made in the case of extremely young or seriously handicapped students who have difficulty completing language or intellectual assessments. In these cases, the assessment scores may be replaced by observations indicating that language functioning is significantly depressed relative to mental age.

Placement in Other Programs and/or Exit Criteria

A student whose language disability is primarily associated with hearing loss, suspected mental retardation, severe emotional disturbance, bilingualism, severe environmental deprivation, or autism, is usually better served where language needs are addressed as part of the total program rather than as the primary emphasis.

A student shall be dismissed by the EAS from the LDC/CH/SL Program if the student can achieve satisfactorily in the regular school program for the majority of the school day with--or without--the assistance of the resource specialist teacher or speech therapist. (At such a time the handicap classification may change.)

EAS Review

The EAS shall review a student's placement when:

a. Qualifying conditions that were present at placement have been remediated.

b. Progress in language areas has not been accompanied by expected growth in academic areas despite program modification.

c. Student has failed to maintain 85% attendance despite reasonable efforts by the EAS to foster improved attendnace.

d. The student's primary handicapping condition is found to be other than language and speech related and the needs of the child are found by the EAS to be better served in an alternative program.

AURALLY HANDICAPPED

Students between the ages of 18 months and 21 years are eligible for services to the communicatively handicapped when they demonstrate severe hearing impairments. The SAT or EAS may place them in one of the following district programs depending upon the extent and severity of their needs.

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Aurally Handicapped)

Eligibility Criteria

A student is eligible for placement by the EAS in the aurally handicapped learning development class when all of the following are met:

A. The student has a hearing loss in the better ear of from 30 to 50 or more decibels ISO in the speech range.

B. The student's speech or language is impaired and such impairment presumably is associated with the hearing loss.

C. The student's hearing loss interferes with progress in a regular classroom.

D. The student's hearing loss is the primary handicap as determined by the EAS committee.

E. The student's individual and educational needs indicate placement in a learning development class for aurally handicapped.

Placement in Other Programs

The EAS may transfer a student to a more appropriate program if either of the following apply:

A. The student's individual and educational needs no longer require services in a special class for aurally handicapped for the majority of the school day.

B. A handicap other than hearing impairment is determined to be the primary handicap. (In such a case the handicap classification may change.)

PLACEMENT IN RESOURCE SPECIALIST PROGRAM
(Severe Language or Aurally Handicapped)

Eligibility Criteria

To qualify for placement in the Resource Specialist Program, the EAS must determine that the language or hearing impairment will not interfere with placement in a regular class. The student must exhibit academic, oral and receptive language skills sufficient to function within the instructional range of the regular classroom, and be able to handle regular classroom activities. (The handicap classification may or may not change.)

Referral to the EAS

A student shall be referred to the EAS when the student is not achieving the IEP objectives with the help of the Resource Specialist teacher.

CRITERIA FOR SERVICES: SEVERELY HANDICAPPED

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Seriously Emotionally Disturbed)

Eligibility Criteria

Students shall be eligible for special education services on the basis of a serious emotional disturbance when all of the following apply*:

A. The serious emotional disturbance is of such severity as to seriously affect the student's educational performance. The term "educational performance" includes task completion, on-task behavior, group participation, academic achievement, peer and teacher interaction. The adverse effect on educational performance must be supported by two or more observations by a credentialed person who is not under the direct supervision of the school administration.

B. The student exhibits over a long period of time and to a marked degree, one or more of the following characteristics;

1. An inability to learn which cannot be explained by intellectual, sensory or health factors.

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers characterized by restricted contact and/or lack of appropriate and meaningful communication.

3. A general pervasive mood of unhappiness or depression and/or anxiety, including extreme social, emotional, or intellectual withdrawal.

4. Inappropriate types of behavior or feelings under normal circumstances characterized by bizarre thinking patterns, as evidenced by verbal or physical actions or severe disturbance in behavior or affect under normal circumstances evidenced by one or more of the following:

   a. uncontrolled, violent physical/verbal outbursts with no apparent cause;

   b. extreme ritualistic/obsessive behavior;

   c. bizarre mannerisms and postures.

5. A tendency to develop physical symptoms or fears associated with personal or school problems as manifested by:

   a. constant or prolonged display or psychosomatic symptoms;

   b. markedly disturbing or unrealistic fears.

*Or as defined in the Federal Code, Part 121 a.5 (b) (8)

C. The serious emotional disturbance shall be determined by the EAS based upon an evaluation by (1) a psychiatrist, or (2) a credentialed or licensed psychologist. In either case, the evaluation must be supported by observational reports by a credentialed or professional person who is not under the direct supervision of the school administration and must be accompanied by a health assessment.

D. A student who is identified as seriously emotionally disturbed shall be eligible for whatever placement or special education service is deemed most appropriate by the Educational Assessment Service, including but not limited to placement in a Learning Development Class Program for Seriously Emotionally Disturbed students.

Ineligibility Criteria

Students who are socially maladjusted and are not seriously emotionally disturbed shall be ineligible. The term "socially maladjusted" refers to individuals who (a) planfully do not comply with accepted social rules, (b) have demonstrated the ability to control unacceptable behavior, and (c) show minimal signs of agitation, anxiety or depression.

Exit Criteria or Placement in Other Programs

The EAS shall transfer a student out of the learnind development class for seriously emotionally disturbed when the need areas have been remediated to the degree that the student can function satisfactorily in the regular school program or the student's needs can be more appropriately served in another special education program (in the latter case, the nandicap classification may or may not change). Such placements shall be based upon the individual needs of the students, even though they may not meet the criteria for the recommended program.

EAS Review

A student's program placement shall be reviewed if:

- the student fails to attend the LDC Program at least 85% of the time (15% absences), despite reasonable efforts by the EAS to foster improved attendance; or

- the student demonstrates an unwillingness to participate in the recommended program despite reasonable efforts by the EAS to adjust the program to meet the student's objections.

If the present program placement is unsuccessful for reasons of lack of attendance or unwillingness to participate, and the program cannot be modified, a recommended alternate program and plan shall be developed by the EAS and a member of the EAS shall be appointed to coordinate the recommended program with the staff of the student's school of residence or registration.

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Trainable Mentally Retarded)

Eligibility Criteria

A student between the ages of 3 and 21 may be placed by an EAS in a learning development class for the severely handicapped (trainable mentally retarded) when found to have all of the following:

A. General intellectual functioning between three and five standard deviations below the norm, inclusive, for the general population as measured by standardized psychological tests. Such measured ability would fall into the AAMD classifications of moderate to severe retardation and would include IQ ranges of 20 through 51 IQ points on the Stanford Binet L-M, and 25 through 55 IQ points on the Wechsler Intelligence Scale for Children, revised, or the Wechsler Adult Intelligence Scale.

B. A deficit in adaptive behavior as measured by a standardized test or inventory.

C. Observational information which supports the findings of A and B above.

Placement in Other Programs

The EAS may transfer a student to a more appropriate program (without changing the designation of SH-TMR), if the student demonstrates socialization, self-help skills and academic skills comparable to those of students in the recommended program, even if the pupil has not met the criteria listed for the recommended program. Such placements shall be based upon the individual needs of the students to be served.

PLACEMENT IN LEARNING DEVELOPMENT CLASS
(Developmentally Disabled)

Eligibility Criteria

Students between 3 and 21 with exceptional needs are eligible for services to the severely handicapped, developmentally disabled, when they demonstrate severe to profound delay in mental development and/or a severe physical handicap and are not presently eligible for other special education programs/services.

Program Placement

Students are eligible for placement by the EAS in one of the following district program services:

A. A special day class or center for developmentally disabled students whose behavior and functioning allows them to be transported to and to participate in the group program.

B. Designated instruction and services in a home, residential or hospital setting. Individuals who are severely handicapped may be most appropriately served in a home or hospital instructional setting when:

   1. They present violent behavior, potentially dangerous to self and others, which must temporarily or permanently be handled in a home/hospital setting, or

   2. They present medical/physical conditions which must be temporarily or permanently handled in a home/hospital setting.

Placement in Other Programs

Students are eligible for placement in other programs when the Educational Assessment Service determines, through the review process, that the student's basic developmental skill level has met the eligibility criteria for special classes for orthopedically handicapped or trainable mentally retarded. (In these cases the handicap classification may change.)

CRITERIA FOR OTHER SERVICES

PLACEMENT IN ADAPTIVE/SPECIALLY DESIGNED PHYSICAL EDUCATION

Eligibility Criteria

Eligibility for the Adaptive/Specially Designed Physical Education program shall be determined by a School Appraisal Team (for condition 1) or Educational Assessment Service (for conditions 2 and 3). A student is eligible for adaptive physical education if one of the following conditions exists:

1. There is a significantly reduced performance level because of a physical disability, including short-term, post operative and chronic conditions verified by written documentation from a licensed physician. (Placement by SAT or EAS)

2. There is a significantly reduced performance level in motor skills and/or physical fitness as determined by performance below age level (at least two years) on a motor development scale or profile, or by performance at the fifth (5th) percentile or less on one or more normed measures of motor development, motor achievement, or physical fitness.

3. There is a significantly reduced performance which prevents safe and successful participation in a regular Physical Education class as a result of a serious behavioral, emotional, and/or learning disorder which is noted by a credentialed school psychologist in the IEP for a student in a learning development class.

Exit Criteria

Dismissal from adapted physical education shall be determined by the SAT or EAS. The student shall be dismissed from adapted physical education when either of the following conditions exists:

1. The condition which qualified the student for eligibility for adapted physical education has been remediated to the extent that he/she can adequately function in the regular school program with or without modification.

2. The School Appraisal Team/Educational Assessment Service determines that the student is not benefitting from adapted physical education.

PLACEMENT IN COUNSELING

Eligibility Criteria

The SAT or EAS shall identify a student for designated instruction and service (DIS) counseling when the emotional condition of the student is determined to be significantly chronic or acute and warrants immediate counseling service. The counselor/psychologist most familiar with the emotional condition of the student and/or likely to provide the service shall attend the SAT or EAS whenever possible.

I. A student eligible for DIS counseling services must have the following characteristics:

   A. Student is enrolled in LDC or RSP, and

   B. Student has an emotional condition that is recognized as chronic or acute, and

   C. Student has an emotional condition that interferes with academic performance. (See section II, below)

II. The emotional condition of the student shall be evaluated utilizing at least two of the following procedures:

   A. Review of an anecdotal record of student's behavior which includes data from parents, teachers and school site administration.

   B. Written report on observations of the student's behavior performed by a psychologist or counselor.

   C. Reports of assessment of student's emotional state which have utilized appropriate instruments administered by a psycholotist or a counselor.

   D. Data about the student obtained from a Behavior Rating Scale (or other appropriate behavior rating instrument) completed by the student's teacher or parent.

   E. Reports or diagnoses from qualified professionals outside the district that relate to student's emotional condition.

III. Referral to Counseling Center

   A. Complete procedures described in sections I and II above.

   B. Submit statement of school-level intervention attempts and results.

Exit Criteria

Dismissal from Counseling Services shall be determined by the SAT or EAS when recommended by the person providing counseling services in accordance with the individualized educational program.

Suggestions for Modification of the Regular School Program

1. Home-school check list
2. Study check sheets
3. Teacher repeats directions and/or speaks louder or more slowly
4. Preferential seating
5. Easier material (shorter assignments or at a different level)
6. Re-teaching
7. Speech and language therapy
8. Consultation with school counselor
9. Change of teacher
10. Change of grade if appropriate
11. Change of school if appropriate
12. Nursing service evaluation
13. Parent conference
14. Change of schedule, or adjustment of length of school day
15. Classroom contracts
16. Teacher consultation with fellow staff members
17. Partners or buddy system
18. After school tutorial
19. Consultation with agencies within district and outside agencies for behavior problems (school psychologist, White House Counseling Center)
20. Establishment of a school level guidance or solution committee, including classroom teacher, resource specialist, administrator and support personnel as available.
21. School Attendance Review Board
22. Use of other district services when eligible
    a. Foster Youth
    b. Indian education
    c. Bilingual
    d. Opportunity

Elementary Schools

Suggestions for Modification of the Regular School Program

1. Home-school check list
2. Study check sheets
3. Teacher repeats directions and/or speaks louder or more slowly
4. Preferential seating
5. Easier material (shorter assignments or at a different level)
6. Re-teaching
7. Speech and language therapy
8. Miller-Unruh services
9. Change of teacher
10. Change of grade if appropriate
11. Change of school if appropriate
12. Nursing service evaluation
13. Parent conference
14. Change of schedule, or adjustment of length of school day
15. Classroom contracts
16. Instructional aides if available
17. Cross-age tutoring
18. Teacher consultation with fellow staff members
19. Partners or buddy system
20. After school tutorial
21. Consultation with agencies within district and outside agencies for behavior problems (school psychologist, White House Counseling Center)
22. Establishment of a school level guidance or solution committee, including classroom teacher, resource specialist, administrator and support personnel as available.
23. Use of other district services when eligible
    a. Foster Youth
    b. Indian education
    c. Bilingual
    d. Opportunity
24. Rehearse what student is expected to do during the day.

TASK TEAM MEMBERSHIP ROSTER

	1977-78			1978-79
Parents (CAC)	Gayle Dax Carole Knox	Sandi Garrison Stella Studebaker		Barbara Bennitt Sandi Garrison Carol Smith
Regular School Support	Bill Baldwin Dorothy Bishop Joyce Howard Norma Kerwin Renee Masson	Bob McCarthy Gus Poulos Betty Wade Lois Wilson	Ken Bonham Art Daniel Pat Kobalter	Bob McCarthy Dean Neeley
Regular Teachers	Bea Blau Ruth Connally Ron Conway Dorothy Gilchrist	Alvin Hooker Cindy Power Joanne Raney Lyn Turner	Margaret Kirk Pepper Martin Vera Refnes	
Special Education Support	Al Abrams Steve Johnson George Kostenko Dorothy Marshall	Doris Olson Mark Penwell John Sayler Ed Stigge Meri Susmilch	Ralph Chmelka Hal Ellerson Ron Harkness John Sayler Mary Lattimore	Dorothy Marshall Linda Raymond Betty Roper Darrell Fredrickson Ed Stigge
Special Education Teachers	Cleo Benninger Shirley Buehler Jo Burns Gail Galante Gary Hack Jeannie Klenke	Alice Leggett Diane Maloney Adele McFadden Marilyn Moore Robin Swain Sally Weinland	Judi McGuire Cathy Campbell Lainie Case Mary Cole Betty Green Debbie Hanson Margaret Kirk	Virginia Bofinger Debbie Moon Jill Mueser Frankie Snyder Patti Stillman Janet Wilson Virginia Lee

CRITERIA STEERING COMMITTEE MEMBERS

Carol Dickson Louise Doyle Nancy Enell	Ferd Galvez Sandi Garrison Adele Graham	Ann Henderson Annette Johnson Lynn Montgomery	June Nelson Phil Oakes Gus Poulos	Ralph Richardson Bob Sellers

SEE 79-011

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